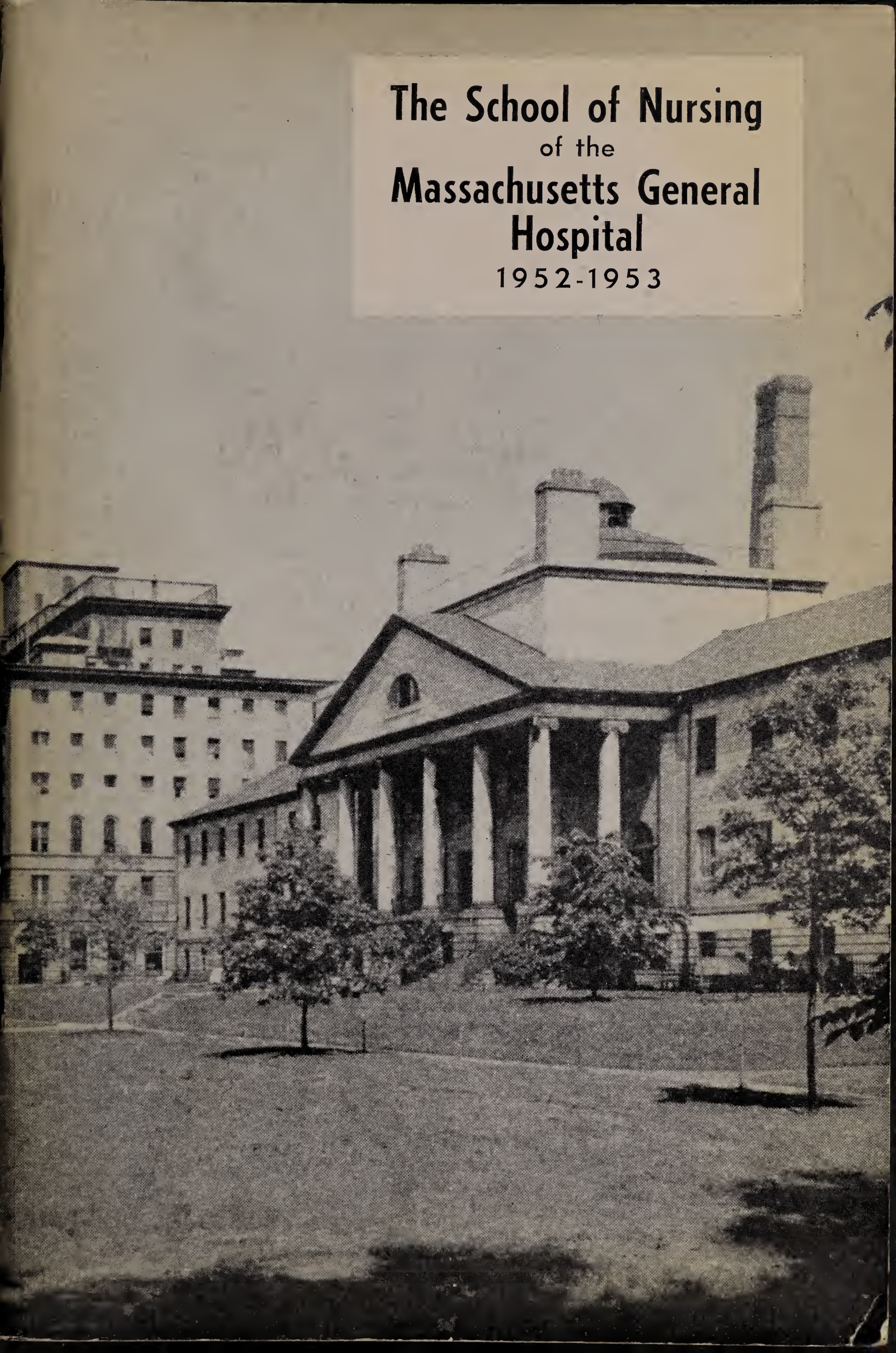
The School of Nursing
of the
Massachusetts General Hospital
1952-1953



"NURSING IS AN ART—AND IF IT BE MADE AN ART, REQUIRES AS EXCLUSIVE A DEVOTION, AS HARD A PREPARATION AS ANY PAINTER'S WORK, FOR WHAT IS THE TRAINING TO DO WITH DEAD CANVAS OR COLD MARBLE, COMPARED WITH HAVING TO DO WITH THE LIVING BODY—THE TEMPLE OF GOD'S SPIRIT. NURSING IS AN ART WHICH CONCERNS EVERY FAMILY IN THE WORLD."

—FLORENCE NIGHTINGALE.

The School of Nursing

OF THE

Massachusetts General Hospital

BOSTON, MASSACHUSETTS

ANNOUNCEMENT

FOR

1952 and 1953

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SCHOOL OF NURSING

OFFICERS, INSTRUCTORS, AND SUPERVISORS

TRUSTEES' SCHOOL OF NURSING COMMITTEE

Mr. Lloyd D. Brace — Mr. John Lawrence

Mrs. Robert Homans

ADVISORY COMMITTEE

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Mr. John Lawrence
Mrs. Robert Homans

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Miss Ruth Sleeper, *Director, School of Nursing*

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Mrs. Thomas Motley
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Mrs. Charles Kerby-Miller
Miss Dorothy Wilson
Miss Sigrid Edge
Mrs. Thorvald Ross
Dr. Lamar Soutter
Mrs. Ralph Wetmore
Miss Barbara Williams
Miss Mary M. Sullivan

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Mrs. G. Tappan Francis
Miss Sally Johnson
Mrs. John Post
Mrs. Arthur Bell

STANDING COMMITTEES OF THE FACULTY

Executive Committee, Chairman ..... RUTH SLEEPER

Committee on Curriculum, Chairman ..... HELEN SHERWIN

Committee on Nursing Practice, Chairman ..... DOROTHY PERKINS

Committee on Library and Visual Aides, Chairman ..... SYLVIA PERKINS

Committee on Student Personnel Practices, Chairman ..... JESSIE STEWART

Subcommittee on Selecting, Recruiting and Admitting
MARGARET MAWN

Subcommittee on Counseling and Guidance ..... JESSIE STEWART

Subcommittee on Evaluation of Students .... KATHERINE HARDEMAN

Evaluation of Students for first 6 months ..... SYLVIA PERKINS

Evaluation of Students from 7-12 months .....HELEN SHERWIN

Evaluation of Students from 13-20 months .....MARGARET GATELY

Evaluation of Students from 21-28 months .....ELIZABETH GROGAN

Evaluation of Students from 29-34 months .....ADELE CORKUM

Subcommittee for Affiliating Students ..... GWENDOLYN BELLAM

Subcommittee on Health ..... RUTH FARRISEY

Subcommittee on Student Residences ..... ANNA VIDEN

Subcommittee on Financial Aid to Student ..... JESSIE STEWART

Subcommittee on Student Faculty Relationships ..... RUTH SLEEPER

Subcommittee on Vocational Guidance ..... HELEN CHURCH

Administrative Committee for the Coordinated Program with Radcliffe College, Chairman, MRS. CHARLES KERBY-MILLER, Dean of Radcliffe College

FACULTY—TEACHING AND SUPERVISORY STAFF

SALLY JOHNSON, R.N., B.S.
Director Emeritus of the School of Nursing and Nursing Service

Superintendent of Nurses and Principal of the School of Nursing, Massachusetts General Hospital, 1920-1946; Superintendent of Nurses, Massachusetts Eye and Ear Infirmary, 1923-1946; Instructor in Professional Problems, 1920-1946; Instructor in Social Hygiene, 1933-1946. Director Emeritus of the School of Nursing and Nursing Service, 1946-.

RUTH SLEEPER, R.N., M.A., *Director of the School of Nursing and Nursing Service*

Diploma, Massachusetts General Hospital Training School for Nurses, 1922; B.S. and Diploma in Teaching, Teachers College, Columbia University 1925; M.A., Teachers College, Columbia University, 1935; Assistant Instructor in Science, Massachusetts General Hospital, 1922-1923; Instructor in Science, Peter Bent Brigham

Hospital, Boston, Mass., 1924-1927; Instructor in Anatomy and Physiology, Western Reserve University, School of Nursing, Cleveland, Ohio, 1927-1932; Instructor, Summer Session, Teachers College, Columbia University 1932; Acting Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1932-1933; Assistant Superintendent of Nurses and Assistant Principal of the School of Nursing, Massachusetts General Hospital, 1933-1946; Instructor in History of Nursing, 1933-1946; Instructor in Professional Adjustments I and II, 1946-; Director of the School of Nursing and Nursing Service, 1946-

SYLVIA PERKINS, R.N., M.A., *Assistant Director of the School of Nursing and Chairman of the Degree Program*

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1932; M.A., Teachers College, Columbia University, 1938; Assistant Instructor in Sciences, Massachusetts General Hospital, 1928-1930; Medical Head Nurse and Instructor of Materia Medica, 1931; Director of Theoretical Instruction and Instructor of Sciences, Flushing Hospital, Flushing, New York, 1932-1935; Instructor of Ward Teaching, 1935-1938 and Director of School of Nursing and Nursing Service, 1936-1938, Morristown Memorial Hospital Post Graduate School, Morristown, New Jersey; Assistant Professor of Nursing and Assistant Director of Clinical Nursing Education, Russell Sage College School of Nursing, 1938-1940; Supervisor of Instruction in Nursing, Massachusetts General Hospital School of Nursing, 1940-; Instructor in Nursing, 1940-; Assistant Director of the School of Nursing, 1941-; Chairman of the Degree Program, 1951 -

EDNA S. LEPPER, R.N., B.S., *Associate Director of the Nursing Service*

Diploma, Massachusetts General Hospital Training School for Nurses, 1926; B.S., Teachers College, Columbia University, 1938; Assistant Night Supervisor, Massachusetts General Hospital, 1926-1927; Night Supervisor, 1927; Head Nurse, Strong Memorial Hospital, Rochester, N.Y., 1927-1929; Second Assistant Superintendent, New York Skin and Cancer Hospital, New York City, 1929; Assistant Superintendent of Nurses, Springfield Hospital, Springfield, Mass., 1930-1935; Supervisor of Surgical Wards, Massachusetts General Hospital, 1936-1938; Instructor in Nursing in Surgical Diseases, 1936-1938; Superintendent of Nurses and Principal, School of Nursing, Cooley-Dickinson Hospital, Northampton, Mass., 1938-1941; Assistant Director of the Nursing Service, Massachusetts General Hospital, 1941-1951; Instructor, Professional Adjustments III, 1949 -; Associate Director of the Nursing Service, 1951-

HELEN SHERWIN, R.N., M.A., *Supervisor of Instruction in Sciences*

Diploma, Hospital of the University of Pennsylvania School for Nurses, Philadelphia, 1937; B.S., University of Pennsylvania, 1940; A.M., Teachers College, Columbia University, 1942; Staff Nurse, Hospital of the University of Pennsylvania, 1937; Staff Nurse, Seaside Hospital, Staten Island, 1938- 1939; Instructor in Nursing Arts, Chestnut Hill Hospital, Philadelphia, Penn., 1940-1941; Educational Director, Waterbury Hospital, Waterbury, Conn., 1942-1945; Supervisor of Instruction in Sciences, Massachusetts General Hospital School of Nursing, 1945-; Instructor in History of Nursing, Psychology, Sociology, and Principles of Teaching, 1945-

JESSIE STEWART, R.N., B.S., *Assistant Director of the School of Nursing and Chairman of the Diploma Program*

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; B.S. in Nursing Education, Boston University, 1943; Assistant Head Nurse, Massachusetts Eye & Ear Infirmary, 1936-1938; Head Nurse, 1938-1940; Instructor in Eye, Ear, Nose and Throat Nursing, 1940-1941; Massachusetts General Hospital,

Supervisor, Medical Wards, 1943-1944; Instructor in Medical Nursing, 1943-1947; Teaching Supervisor, Baker Memorial, 1944-1947; Instructor, Professional Adjustments III, 1949 -; Assistant Director, School of Nursing, 1947-; Chairman, of the Diploma Program, 1951-

KATHERINE HARDEMAN, R.N., M.S., *Supervisor of Clinical Instruction*

B.S., North Carolina College for Women, Greensboro, N. C., 1928; Diploma, Presbyterian Hospital School of Nursing, Columbia Medical Center, New York, 1937; Diploma, Midwifery, Lady Curzon Hospital, Bangalore, India, 1941; M.S., Western Reserve University, 1946; Graduate Staff Nurse, Presbyterian Hospital, 1937; Sister Tutor and Assistant Director of Nurses, A.M. Hospital for Women and Children, Madura, India, 1938-1943; Teaching Supervisor, Obstetrical Nursing, Protestant Hospital, Nashville, Tenn., 1944; Assistant Director of Nurses, Protestant Hospital, Nashville, Tenn., 1945; Supervisor of Clinical Instruction, Massachusetts General Hospital, School of Nursing 1946-

DOROTHY PERKINS, R.N., B.S., *Assistant Director of the Nursing Service, Baker Memorial*

Diploma, The Johns Hopkins Hospital, 1935; B.S., Teachers College, Columbia University, 1949; The Johns Hopkins Hospital, Marburg Building for Private Patients: Staff Nurse, 1935; Private Duty, 1936-1942; Head Nurse, 1943; Supervisor, 1944; Secretary to Surgeon-in-chief, The Children's Hospital, Boston, 1945-1947; Assistant Director of the Nursing Service, Baker Memorial, 1949-.

RUTH MIRIAM FARRISEY, R.N., B.S., *Public Health Nursing Integrator*

Diploma, Massachusetts General Hospital School of Nursing, 1938; B.S., Simmons College, 1948; Staff Nurse, Baker Memorial, 1938-1939; Staff Nurse, Visiting Nurse Association, 1940-1943; Assistant Supervisor, Visiting Nurse Association, 1943-1945; Supervisor, Visiting Nurse Association, 1945-1946; Instructor (part time) Public Health Nursing, Massachusetts General Hospital and New England Baptist Hospital, 1946-1948; Harvard School of Public Health, summer, 1948; Public Health Coordinator, New England Baptist Hospital, 1948-1950; Massachusetts General Hospital, School of Nursing, Public Health Nursing Integrator, 1950-

MARGARET M. MATTHIE, R.N., *Assistant Director of the Nursing Service, Out-Patient Department*

Diploma, Massachusetts General Hospital, Training School for Nurses, 1927; Assistant Night Supervisor, Boston Lying-In Hospital, 1928; Obstetrical Supervisor, 1928-1934, Bridgeport Hospital, Bridgeport, Conn.; Massachusetts Eye & Ear Infirmary, Operating Room Supervisor, 1935-1936; Office Nurse, Massachusetts Eye and Ear Infirmary, 1936-1942; Clinic Head Nurse, Massachusetts General Hospital, Out-Patient Department, 1947-1948; Alumnae Secretary, Massachusetts General Hospital Nurses Alumnae Association, Inc., 1949-1950; Assistant Director Nursing Service, Out-Patient Department, 1950-

INSTRUCTORS, SUPERVISORS, AND MEMBERS OF OTHER HOSPITAL DEPARTMENTS*

RUTH J. AANESS, *Instructor in Nutrition and Diet Therapy*

B.S., Stont Institute, 1947; M.S., University of Wisconsin, 1949; Dietary Internship, Massachusetts General Hospital, 1949-1950; Instructor in Nutrition and Diet Therapy, Massachusetts General Hospital School of Nursing, 1950-

*Arranged alphabetically

GWENDOLYN BELLAM, R.N., B.S., *Teaching Supervisor in Pediatric Nursing*

Diploma, Greenwich Hospital School of Nursing, Greenwich, Conn., 1935; Post Graduate Diploma, Pediatrics, Babies Hospital, New York City, 1936; B.S. Nursing Education, Teachers College, Columbia University, 1949; Supervisor and Instructor, Pediatrics, Greenwich Hospital, 1938-1942; Staff Nurse, American Hospital in Britain, Oxford, England, 1942; U. S. Army Nurse Corps, 1942-1946; Supervisor, Pediatrics, Greenwich Hospital, 1947-1948; Clinical Instructor, Post Graduate Students, Childrens' Memorial Hospital, Chicago, Ill., 1949-1951; Teaching Supervisor in Pediatric Nursing, Massachusetts General Hospital School of Nursing, 1951-

MARION M. CHACE, R.N., M.S., *Supervisor and Instructor in Neuro-psychiatric Nursing*

Diploma, Truesdale Hospital School of Nursing, Fall River, Mass., 1946; B.S. in Nursing Education, Boston University, 1950; M.S., Boston University, 1951; Assistant Anesthetist, Truesdale Hospital, 1946-1947; Assistant Head Nurse, Butler Hospital, Providence, R. I., 1947-1948; Head Nurse, 1948; Instructor in Psychiatric Nursing, 1949-1950; Supervisor and Instructor in Neuro-psychiatric Nursing, Massachusetts General Hospital, 1951-

HELEN LANDERS CHURCH, A.B., A.M., *Counselor*

A.B., Mt. Holyoke College, 1914; A.M., Teachers College, Columbia University, 1928; Teacher, Public and Private Schools, 1914-1925; Principal, Stevens School for Girls, Germantown, Pa., 1925-1940; Personnel Director, St. Luke's Hospital, New York, 1941-1944; Assistant Principal, Tenacre School, Wellesley, Mass., 1944-1950; Counselor, Massachusetts General Hospital School of Nursing, 1950-

ADELE L. CORKUM, R.N., *Supervisor and Instructor of Gynecological Nursing and Central Supply Room*

Diploma, Massachusetts General Hospital, Training School for Nurses, 1934; Staff Nurse, Massachusetts General Hospital, 1934; Head Nurse, 1934-1940; Assistant Night Supervisor, 1940-1942; Supervisor, Surgical Wards and Instructor in Surgical Nursing, 1942-1944; Supervisor, Central Supply Room and Supervisor of Gynecological Wards, 1944-; Instructor in Gynecological Nursing, 1948-

NANCY FRASER, R.N., *Supervisor of Health and of Students' Infirmary*

Diploma Massachusetts General Hospital Training School for Nurses, 1914; Head Nurse, Massachusetts General Hospital, 1914-1915; Assistant Night Supervisor, 1915; Head Nurse, 1915- 1919; Supervisor, 1919-1920; Supervisor of Health and of Students' Infirmary, 1920-

SUZANNE C. GARDON, B.A., M.N., *Assistant Public Health Nursing Integrator*

B.A. University of Pennsylvania, 1943; M.N., Yale University School of Nursing, 1946; Staff Nurse and Head Nurse, New Haven Hospital, 1946-1947; College Nurse and Health Instructor, New Haven State Teachers College, 1949-1950; Tuberculosis Clinic Head Nurse, Grace-New Haven Hospital and Instructor in Tuberculosis Nursing, Yale University School of Nursing, 1950-1951; Assistant Public Health Integrator, Massachusetts General Hospital, School of Nursing 1951-

WILLETTA MOSSER GARDNER, R.N., B.S., *Instructor in Clinical Nursing*

Diploma, Columbia-Presbyterian Hospital School of Nursing, 1935; B.S., Simmons College, 1950; Staff Nurse and Private Duty Nurse, 1935-1939; Office Nurse, Neurological Institute, Columbia-Presbyterian Hospital, 1939-1942; U. S. Army

Nurse Corps, 1942-1945; Lecturer, Simmons College, Summer Session, 1950; Assistant Instructor in Nursing, Childrens' Hospital, Boston, 1950 - 1951; Instructor in Clinical Nursing, Massachusetts General Hospital, School of Nursing, 1951-

MARGARET GATELY, R.N., B.S., *Instructor in Clinical Nursing, Baker Memorial*

B.S. and Diploma in Nursing, Simmons College, 1945; Assistant in Nursing, Simmons College, Summer Session, 1945; Lecturer in Nursing, Simmons College, Summer Session, 1948; Assistant Instructor in Nursing, Peter Bent Brigham Hospital, 1945-1947; Head Nurse, St. John's Hospital, Lowell, Mass., 1947; Nursing Arts Instructor, 1947 - 1950; Instructor in Nursing, Summer Session, Boston College, 1949, 1950; Instructor in Clinical Nursing, Massachusetts General Hospital School of Nursing, 1950-

EDITH DWIGHT GIBSON, *Librarian*

Assistant 115th Street Branch, New York Public Library, New York, 1910-1912; Assistant cataloguer and reference Librarian, later in charge of Library of American Society of Civil Engineers, New York, 1914-1920; cataloguer of private collection of N.S. Hill, New York, 1921; cataloguer and organizer of libraries for the Division of Public Libraries, Massachusetts, 1931-1939; cataloguer of historical manuscripts of the Bostonian Society, 1937-1938; in charge of book selection and cataloguing for the regional setup in Massachusetts, 1939-1942; cataloguer of private historical collections and of historical manuscripts for museums, 1937-1949; set up library on the U.S.S. Wasp, 1939; cataloguer for the electrical consulting engineers, Jackson and Moreland, 1942-1946; head cataloguer, Boston Athenaeum, 1946-1949; Librarian, Massachusetts General Hospital, Palmer-Davis Library, 1949-

FRANCES C. GRADY, R.N. *Medical Supervisor*

Diploma, Carney Hospital School of Nursing, 1931; Public Health, Simmons College, 1931; Staff Nurse, Baker Memorial, Massachusetts General Hospital, 1932-1938; Assistant Head Nurse, 1938-1941; Head Nurse, 1941-1944; Medical Supervisor, Massachusetts General Hospital, 1944; Instructor in Medical Nursing II, 1948-

ELIZABETH C. GROGAN, R.N., B.S., *Supervisor and Instructor in Surgical and Urological Nursing*

Diploma, St. Vincent Hospital School of Nursing, Worcester, Mass., 1936; B.S. in Nursing, Boston University, 1947; Staff Nurse, Baker Memorial, 1937-1940; Staff Nurse, Pediatrics, Lawrence Memorial Hospital, New London, Conn., 1940; Private Duty Nurse, 1940-1941; U. S. Army Nurse Corps, 1941-1946; Head Nurse, Massachusetts General Hospital, 1947-1948; Assistant Supervisor and Instructor in Pediatric Nursing, 1948-1950; Assistant Supervisor and Instructor in Urology and Surgery, 1950-1951; Supervisor and Instructor in Surgical and Urological Nursing, 1951-

PHYLLIS HESLIN, R.N., *Instructor in Clinical Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1939; Staff Nurse, Baker Memorial, Massachusetts General Hospital, 1940; Private Duty, 1940-1943; Staff Nurse, St. Vincent's Hospital, New York City, 1944; Burn Project, National Research Council, Massachusetts General Hospital, 1945; Supervisor, Baker Memorial Hospital, 1945-1947; Teaching Supervisor, 1947-1951; Instructor in Clinical Nursing, 1951-

BARBARA JEAN HOLM, R.N., *Assistant Instructor, Nursing I and II and Pharmacology I*

Boston University, 1946-1947; Diploma, Massachusetts General Hospital School of Nursing, 1950; Assistant Instructor, Nursing I and II and Pharmacology I, Massachusetts General Hospital School of Nursing, 1950-

SUSAN ADAMS JACKSON, R.N. *Instructor in Microbiology*

Diploma in Nursing, Massachusetts General Hospital School of Nursing, 1951; Diploma, Central Maine General Hospital School of Laboratory Technology, 1947; Radcliffe College, 1945 and 1946; Staff Nurse, Massachusetts General Hospital, 1951; Instructor in Microbiology, Massachusetts General Hospital, School of Nursing, 1951-

RACHEL W. JONES, B.S., *Ward Teaching Dietitian*

B.S., University of Maine, 1947; Dietary Internship, United States Marine Hospital, Staten Island, N.Y., 1947-1948; Staff Dietitian, Michael Reese Hospital, Chicago, 1948-1950; Staff Dietitian, Massachusetts General Hospital, 1950-1951, Teaching Dietitian, 1951-

BARBARA BENTLEY KING, B.S., R.N., *Assistant Instructor in Nursing I and II and Pharmacology I*

B.S., Elmira College, Elmira, N.Y., 1945; Diploma, Arnot Ogden Memorial Hospital, Elmira, N.Y., 1945; Assistant Nursing Arts Instructor, Mt. Sinai Hospital, New York City, 1947-1948; Nursing Arts Instructor, 1948-1950; Science Instructor, Mt. Sinai Hospital, New York City, 1950; Assistant Instructor in Nursing I and II and Pharmacology I, Massachusetts General Hospital School of Nursing, 1950-

MARION M. LAWRENCE, B.S., R.N., *Assistant Instructor in Science*

B.S. and Diploma in Nursing, Simmons College, 1949; Staff Nurse, Visiting Nurse Association of Boston, 1949-1950; Assistant Instructor in Science, Massachusetts General Hospital School of Nursing, 1950-

ROMAYNE LAYAOU, R.N., B.S., *Assistant Instructor in Nursing I and II and Pharmacology I*

Diploma, Massachusetts General Hospital School of Nursing, 1948; B.S. Simmons College, 1950; Staff Nurse, Massachusetts General Hospital, 1948-1949; Assistant Night Supervisor, 1950-1951; Assistant Instructor in Nursing, Degree Program, Summer Session, 1951; Assistant Instructor in Nursing I and II, and Pharmacology I, 1951-

MARGARET MARY MAWN, B.S., R.N., *Assistant Instructor in Nursing I and II and Pharmacology I*

B.S. and Diplomas in Nursing, Simmons College, 1949; Assistant Instructor in Nursing I and II and Pharmacology I, Massachusetts General Hospital School of Nursing, 1949-

MARIAN C. MAXWELL, R.N., *Clinical Supervisor, Out-Patient Department*

Diploma, Massachusetts General Hospital Training School for Nurses, 1927; Head Nurse, Massachusetts General Hospital, 1927-1928; Private Duty, Phillips House, 1928-1929; Staff Nurse, Childrens' Island, Summer, 1929; Student, Phil-

adelphia Hospital Communicable Diesases, October-December, 1929; Simmons College, School of Public Health, 1930; Community Health Association, Boston, 1931-1937; Public Health Nursing, Cold Spring Harbor, N. Y., 1937-1941; School Nurse, Needham Public Schools, Needham, Mass., 1941-1948; Clinical Supervisor, Massachusetts General Hospital, Out-Patient Department, 1949-

MARJORIE A. MAY, R.N., *Supervisor, Operating Room, Instructor in Operating Room Nursing*

Diploma, Massachusetts General Hospital, School of Nursing, 1938; Staff Nurse, Operating Room Nurse, Masssachusetts General Hospital, 1938-1941; Assistant Operating Room Supervisor, 1941-1942; Army Nurse Corps, 1942-1946; Operating Room Supervisor, Springfield Hospital, Springfield, Mass., 1947-1948; Assistant Operating Room Supervisor, Massachusetts General Hospital, 1949-1950; Operating Room Supervisor, Instructor in Operating Room Nursing, 1950-

NATALIE LOIS PETZOLD, B.S., R.N., *Instructor in Nursing I and II and Pharmacology I*

B.S. and Diploma in Nursing, Simmons College, 1948; Assistant Instructor in Nursing Arts, Simmons College School of Nursing, 1948; Assistant Instructor in Nursing I and II and Pharmacology I, Massachusetts General Hospital, School of Nursing, 1948-1951; Instructor in Nursing I and II and Pharmacology I, 1951-

RUTH POULES, *Medical Supervisor*

Diploma, Henry Heywood Memorial Hospital, Gardner, Mass, 1930; Head Nurse, Henry Heyward Memorial Hospital, 1930-1931; Staff Nurse, Baker Memorial, 1931-1935; Assistant Head Nurse, 1935-1939: Evening Supervisor, 1939-1942; Night Supervisor, 1942-1947; Head Nurse, 1949-1951; Medical Supervisor, Massachusetts General Hospital, 1951-

MARY ELIZABETH QUINLAN, B.S., R.N., M.N., *Supervisor and Instructor in Orthopedic Nursing*

B.S., St. Joseph College, 1943; M.N., Yale University School of Nursing, 1946; Assistant Head Nurse, Faulkner Hospital, 1946-1947; Head Nurse Orthopedic Clinic, Yale University School of Nursing—Grace-New Haven Community Hospital, 1948-1949; Orthopedic and Rehabilitation Supervisor and Clinical Instructor, 1949-1950; Supervisor and Instructor in Orthopedic Nursing, Massachusetts General Hospital, 1950-

MARY ELLEN REARICK, R.N., B.S., *Supervisor and Instructor in Neuro-psychiatric Nursing*

B.S. Worcester State Teachers College, 1937; Diploma, Massachusetts General Hospital School of Nursing, 1944; Head Nurse, Massachusetts General Hospital, 1944-1946; Supervisor and Instructor in Neuro-psychiatric Nursing, 1947-

JEANNE P. ROSS, R.N., M.A., *Supervisor and Instructor in Pediatric Nursing*

Diploma, Massachusetts General Hospital School of Nursing, 1943; B.S. in Nursing Education, New York University, 1947; M.A. Pediatric Nursing Education, Teachers College, Columbia University, 1950; U. S. Army Nurse Corps, 1943-1945; Evening Teaching Supervisor, Willard Parker Hospital, New York City, 1948-1949; Head Nurse, Massachusetts General Hospital, 1950-1951; Supervisor and Instructor in Pediatric Nursing, 1951-

SARAH ROOT ROWLEY, A.B., R.N., M.N., *Medical Supervisor*

A.B. Smith College, 1943; M.N., Yale University, School of Nursing, 1946; Staff Nurse, Hartford Hospital, 1946; Intravenous Therapist, Hartford Hospital, 1947; Clinical Supervisor, New England Baptist Hospital, 1947-1949; Staff Nurse, Massachusetts General Hospital, 1949-1950; Assistant Head Nurse, 1950-1951; Medical Supervisor, 1951-

RUTH IRMA SCHAUFUS, B.S., *Instructor in Chemistry*

B.S. Simmons College, 1941; Hospital Laboratory Technician, Newton Hospital, Newton, Massachusetts, 1941 - 1942; Chief Laboratory Technician, Truesdale Hospital, Fall River, Massachusetts, 1942-1943; Assistant in Chemistry, Simmons College, 1943-1944; Instructor in Science, Westbrook Junior College, Portland, Maine, 1944-1948; Biochemical Research Technician, Duke University, Durham, N. C., 1948-1949; Biochemical Research Technician, Harvard Medical School, 1949-1951; Instructor in Chemistry, Massachusetts General Hospital School of Nursing, 1951-

CLARE SULLIVAN, B.S., R.N., *Assistant Instructor in Nursing I and II and Pharmacology I*

B.S. Simmons College, 1950; Intern in Teaching, Massachusetts General Hospital School of Nursing, 1950-1951; Assistant Instructor in Nursing I and II and Pharmacology I, 1951 - School of Nursing

MARY CARR TURNER, *Supervisor, Baker Memorial Operating Room*

Diploma, Massachusetts General Hospital, 1930; Private Duty Nurse, 1930-1931; Operating Room Staff Nurse, Baker Memorial Operating Room, 1931-1936; Assistant Supervisor, 1936-1938; Operating Room Supervisor, 1938-

ANNA M. VIDEN, R.N., *Supervisor of Residences and Lay Personnel*

Diploma, Massachusetts General Hospital Training School for Nurses, 1919; Head Nurse, Out-Patient Department, Massachusetts General Hospital, 1918-1920; Volunteer Worker, Grenfell Mission, Labrador, June-October, 1920; Head Nurse, Massachusetts General Hospital, 1921-1922 and 1931; Henry Street Settlement Worker, New York City, 1922-1923; Industrial Nurse, John Hancock Life Insurance Co., Boston, 1923-1926; Admitting Office and Training School Supervisor, University Hospital, Ann Arbor, Michigan, 1926-1929; Admitting Office Executive, Strong Memorial Hospital, Rochester, New York, 1930-1931; Superintendent, Fairlawn Hospital, Worcester, Massachusetts, 1932-1936; Admitting Office Executive, New England Deaconess and Palmer Memorial Hospital, Boston, 1936-1939; Supervisor of Residences and Lay Personnel, Nursing Department, Massachusetts General Hospital, 1940-

EILEEN R. WOLSELEY, R.N., B.S., *Supervisor and Instructor in Surgical Nursing*

Diploma, Massachusetts General Hospital School of Nursing, 1938; B.S. Teachers College, Columbia University, 1951; Staff Nurse, Baker Memorial Hospital, 1938-1940; Assistant Head Nurse, 1940-1941; Head Nurse, 1941-1947; Supervisor and Instructor in Urological Nursing, Massachusetts General Hospital, 1947-1949; Supervisor and Instructor in Surgical Nursing, 1951-

ADMINISTRATIVE PERSONNEL
GENERAL HOSPITAL NURSING SERVICE

BARBARA BROWN, R.N.	Assistant Night Supervisor
MARGARET FLAHERTY, R.N.	Office Assistant
HELEN HEWITT, R.N.	Night Supervisor
EVA HICKS, R.N.	Administrative Assistant
BEVERLY JOHNSON, B.S., R.N.	Assistant Night Supervisor
SOPHIE MCDONOUGH, R.N.	Assistant Night Supervisor
MARILYN POULTER, R.N.	Assistant Night Supervisor

ADMINISTRATIVE PERSONNEL
BAKER MEMORIAL NURSING SERVICE

MARION BATES, R.N.	Supervisor
ANNA CROTTY, R.N.	Supervisor
EVELYN DOLAN, R.N.	Assistant Evening Supervisor
ROSAMOND GOULD, B.S., R.N.	Assistant Night Supervisor
MARJORIE LANDERS, R.N.	Assistant Evening Supervisor
LORENE NICKERSON, R.N.	Night Supervisor
HELEN WANIONEK, R.N.	Assistant Night Supervisor

HEAD NURSES

BAKER MEMORIAL — GENERAL HOSPITAL

OUT PATIENT DEPARTMENT

ELIZABETH ANDREWS, B.S., R.N.
BEATRICE ANSBIGIAN, R.N.
OLETA ALLEN, R.N.
MARJORIE BLACKWELL, R.N.
ELIZABETH BROUSSEAU, R.N.
ANN CAHILL, R.N.
JOYCE CAMPION, R.N.
FRANCES CAVALLO, R.N.
FLORENCE CAVAGNERO, B.S., R.N.
LEATRICE CHAMBERLAIN, R.N.
REGINA CRAFFEY, R.N.
NANCY DIMATTIA, R.N.
LORETTA DOWNEY, B.S., R.N.
ANNE ELLIS, R.N.
MARY FITZGERALD, R.N.
CLAIRE GRIFFIN, R.N.
MARGARET HAMILTON, R.N.
HELEN HERBUT, B.S., R.N.
CLEORA HORTON, R.N.
JOSEPHINE HURLEY, R.N.
ALYCE JODICE, R.N.
MARGARET KERR, R.N.
PHYLLIS KIDDER, R.N.
HELEN LANDERS, R.N.
MARY LIBBY, R.N.
ALBERTA LIBBY, R.N.
CECILE LITTLEFIELD, A.B., R.N.
MARILYN MACQUARRIE, R.N.
PATRICIA MALLOY, R.N.
MARGARET MANNING, R.N.
YVONNE MATSON, R.N.
BETTY MCCOUBREY, R.N.
DOROTHY O'BRIEN, R.N.
RUTH PARLAN, R.N.
ALVINA PINGREE, R.N.
ROBERTA PRESCOTT, B.S., R.N.
BARBARA POWELL, R.N.
RITA RAYHORN, R.N.
ESTHER READE, R.N.
JOAN RISSER, R.N.
DOROTHY SANTOS, R.N.
HARRIET SMALL, R.N.
ELIZABETH SMITH, R.N.
EVELYN SPOONER, R.N.
GLADYS SURRETTE, R.N.
EMILY SWIERAD, R.N.
RUTH TILLSON, R.N.
ELIZABETH WOLANSKI, R.N.
BARBARA WOODBURY, B.S., R.N.

MASSACHUSETTS GENERAL HOSPITAL
SCHOOL OF NURSING

LECTURERS

October 1950 *through October* 1951

Name	*Course*
Dr. Ransom Arthur	Nursing of Children
Dr. Lytle Atherton	Urological Nursing
Dr. William Baker	Medical Nursing I
Dr. H. Thomas Ballantine	Neurological Nursing
Dr. Henry Banks	Nursing of Children
Dr. Frederick Bartter	Medical Nursing I
Dr. Doris Bennett	Nursing of Children
Dr. Robert L. Berg	Medical Nursing I and II
Dr. Lester Bienvenu	Nursing of Children
Dr. Frederick Blodgett	Nursing of Children
Dr. Douglas Bocking	Medical Nursing I
Dr. Nancy Bucher	Medical Nursing I
Dr. Leo Burgin	Medical Nursing I
Dr. Walter S. Burrage	Medical Nursing I
Dr. Hugh Chaplin	Medical Nursing I
Dr. Leon Charash	Nursing of Children
Dr. Grant Colpitts	Introduction to Clinical Nursing
Dr. Charles D. Cook	Nursing of Children
Dr. John Coolidge	Nursing of Children
Dr. Leslie Corsa	Nursing of Children
Dr. John J. Cranley	Surgical Nursing
Dr. John Crawford	Nursing of Children
Dr. Perry J. Culver	Medical Nursing I
Dr. Ernest M. Daland	Surgical Nursing
Dr. Brown Dobbyns	Surgical Nursing
Dr. Edward C. Dyer	Nursing of Children
Dr. Leroy Eldridge	Nursing of Children
Dr. Effie Ellis	Nursing of Children
Dr. Roy Feemster	Medical Nursing II
Dr. Anne Forbes	Medical Nursing I
Dr. Edward Hamlin	Surgical Nursing
Dr. Reed Harwood	Medical Nursing I
Dr. Robert Higgins	Urological Nursing
Dr. John Hogan	Nursing of Children
Dr. Daniel J. Holland	Surgical Nursing
Dr. Mark Horwitz	Medical Nursing I
Dr. Francis M. Ingersoll	Gynecological Nursing
Dr. John Irwin	Medical Nursing I
Dr. Rita Kelley	Introduction to Clinical Nursing
Dr. Gerald Kerrigan	Nursing of Children
Dr. Charles S. Keuper	Dermatological Nursing, Medical Nursing II and Nursing of Children
Dr. Owen Kite	Surgical Nursing
Dr. Charles Leach	Nursing of Children
Dr. A. M. Leaf	Medical Nursing I
Dr. John LeDonne	Nursing of Children, Dermatological, and Medical Nursing II
Dr. Joseph Levenson	Medical Nursing I
Dr. Audley Mamby	Medical Nursing I

Name	*Course*
DR. JANET MCARTHUR	Gynecological Nursing
DR. WILLIAM MCDERMOTT	Surgical Nursing
DR. JOHN MCKITTRICK	Surgical Nursing
DR. LELAND MCKITTRICK	Surgical Nursing
DR. ROBERT ROSS MEZER	Social Hygiene
DR. WINFIELD MORGAN	Introduction to Clinical Nursing
DR. HENRY MOSHER	Eye, Ear, Nose and Throat Nursing
DR. GEORGE NARDI	Surgical Nursing
DR. IRA NATHANSON	Surgical Nursing
DR. ROGER NEWSTEDT	Surgical Nursing
DR. THOMAS PAINE	Medical Nursing II
DR. HELEN PITTMAN	Medical Nursing I
DR. WARREN POINT	Medical Nursing I
DR. JOHN QUINBY	Medical Nursing I
DR. WILLIAM QUINBY	Surgical Nursing
DR. JOHN RAKER	Surgical Nursing
DR. EUGENE RECORD	Orthopedic Nursing
DR. GERTRUDE REYERSBACH	Nursing of Children
DR. GRANT RODKEY	Surgical Nursing
DR. MAURICE RUBEN	Eye, Ear, Nose and Throat Nursing
DR. ROBERT SCEERY	Nursing of Children
DR. BERTRAM SELVERSTONE	Neurological Nursing
DR. BORIS SENIOR	Nursing of Children
DR. ROBERT SHAW	Urological Nursing
DR. FRED SIMMONS	Gynecological Nursing
DR. WILLIAM SOHIER	Medical Nursing I
DR. LEMAR SOUTTER	Surgical Nursing
DR. J. NORRIE SWANSON	Medical Nursing I
DR. WILLIAM H. SWEET	Neurological Nursing
DR. WILBUR THOMAS	Introduction to Clinical Nursing
DR. WILLIAM THOMAS	Medical Nursing I
DR. WILLIAM THOMPSON	Medical Nursing I
DR. WILLIAM TIMBERLAKE	Neurological Nursing
DR. DONALD TODD	Introduction to Clinical Nursing
DR. WILLIAM TURTLE	Nursing of Children
DR. HOWARD ULFELDER	Gynecological Nursing
DR. IWAO UYEDA	Nursing of Children
DR. G. W. VAN GORDER	Orthopedic Nursing
DR. CHARLES W. WAHL	Nursing of Children
DR. GEORGE WARING	Medical Nursing II
DR. RICHARD C. WEBSTER	Surgical Nursing
DR. F. C. WHEELOCK	Surgical Nursing
DR. JAMES C. WHITE	Neurological Nursing
DR. EARLE WILKINS	Surgical Nursing
DR. JOHN WORCESTER	Medical Nursing II
MISS MARGERY CROTHERS	Social Service
MRS. PATRICIA DUDLEY, B.S.	Sociology
MISS JANET GRANT, B.S., M.S.	Social Service
MISS MARGARET HAMILTON, R.N.	Dermatological Nursing
ROBERT ROSS MEZER, M.D.	Social Hygiene
MISS MARY NESBITT, B.S., A.R.P.T.	Physiotherapy
MR. WILFRED PLANTS, R.N.	Urological Nursing

Foreword

SCHOOLS of nursing vary as to desirability. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find, even after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of today. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for state registration. Only registered nurses may enroll in the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions, and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All accredited schools prepare their graduates adequately for the practice of surgical, medical, obstetrical, pediatric, and psychiatric nursing. These schools also teach the principles of public health nursing and the fundamentals of the nursing care of patients ill with contagious diseases. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the social and health aspects of nursing throughout the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of a school are employed, an estimate of their standard of work, and a review of the impor-

tance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The study of nursing brings further opportunities for education to the high school graduate, at small expense to the student, because she assists in the care of the hospital patient. For this, the hospital provides maintenance and instruction. During the program, the student gains a knowledge of life, of health, and of the prevention of disease. This should make every graduate a valuable member of her community. Second only to the service of the woman who is the head of her own home is the service of that woman who, to a background of education and refinement, has added the course of instruction given in a well organized school of nursing. An education in nursing is an excellent preparation for the woman who may some day be responsible for the administration of a home and the upbringing of her children.

The Massachusetts General Hospital

EARLY HISTORY OF THE HOSPITAL.

The School of Nursing is an integral part of the Massachusetts General Hospital. This Hospital, the third oldest private hospital in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present-day demands of the one hundred and seventeen patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The Hospital is over one hundred and twenty years old and from one building has increased to a group numbering about twenty separate buildings. With few exceptions all have been extensively remodeled or recently erected. The first patient was admitted in 1821, and for well over a century the Hospital has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

CONTRIBUTIONS OF WORLD-WIDE IMPORTANCE.

One of the earliest of these contributions was made by Dr. Oliver Wendell Holmes, probably better known as an author than as a physician. He was a member of the Hospital staff from 1840-1849. In 1843 he published his essay on the "Contagiousness of Puerperal Fever." In this paper Dr. Holmes stated his beliefs concerning the transmission of this disease and also his beliefs relative to the prevention of such transmission. At first, several of the leading physicians of the country scoffed at his deductions, but in time Dr. Holmes's affirmations were accepted as facts and he was accorded enrollment among the benefactors to mankind.

The greatest contribution was made on that day in 1846 when in the operating theatre of this Hospital Dr. Morton gave the first public demonstration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient, when he recovered, declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began.

Dr. Reginald Fitz was appointed microscopist to the Hospital in 1871, and from 1887 to 1908 was a visiting physician. In 1886 he read his paper entitled "Perforating Inflammation of the Vermiform Appendix" before the Association of American Physicians. The paper summarized findings which Dr. Fitz believed proved that in the appendix is to be sought the most frequent single cause of inflammation of the bowels or of peritonitis. This teaching was a great contribution to medicine and surgery and so to humanity.

In 1905 a Social Service Department was organized in the Out-Patient Department of the Massachusetts General Hospital. This was the beginning of organized social work in the medical institutions of the United States. The innovation was due to the vision of Dr. Richard C. Cabot.

PRESENT-DAY SERVICE.

This great Hospital, with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, has long made its wards available to the poor and its private pavilion available to the well-to-do. That these facilities may also be available to people of moderate means, the largest group in any community, the Hospital, in 1930, erected a new building for the exclusive use of this group of patients. It is named the Baker Memorial in memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the Hospital has made to the medical care of people of moderate means cannot be given here, but the Baker Memorial is considered one of the outstanding contributions which the last decade has made to hospital service.

In 1939, the George Robert White Surgical Building was opened. This building has beds for 289 surgical patients. Besides wards and rooms for patients there are located in this building operating rooms, a central supply room, the x-ray department, surgical laboratories, and the emergency ward.

Through the fusion of the Huntington and the Vincent Memorial Hospitals with the Massachusetts General Hospital in 1942, the tumor and gynecologic services have been greatly strengthened. A new building, housing the Vincent Memorial Hospital for 46 gynecologic patients and the Burnham Memorial Hospital for children, was opened in November, 1948, increasing the pediatric capacity from 38 to 85.

A small psychiatric division cares for 18 patients, giving an opportunity for some student nurses to have added experience in caring for these patients in the home Hospital. The main Mental Department of the Massachusetts General Hospital, however, is the McLean Hospital, located in Waverley, twelve miles from Boston. The McLean Hospital has its own school of nursing and accepts students from the Massachusetts General Hospital and other schools of nursing for affiliation in this important field of nursing service.

Today the Massachusetts General Hospital cares for adults and children acutely ill with general medical and surgical diseases. Two small units are provided for patients ill with contagious diseases.

CLINICAL FACILITIES WITHIN THE HOSPITAL.

The Hospital naturally divides itself into four parts: the General Hospital wards of 524 beds; the Phillips House, the private pavilion of 94 beds and 22 bassinets; the Baker Memorial, the building for people of moderate means, now open to a capacity of 307 beds and 34 bassinets; and the Out-Patient Department with average daily clinics of 649 patients. During the year just closed the first three named departments have cared for over 17,134 patients, and the Out-Patient Department, with its forty-two different clinics, has cared for over 183,600 patients' visits. These facts make evident the Hospital's extensive clinical facilities for the teaching of student nurses.

The School of Nursing

HISTORY OF THE SCHOOL

In 1872 the Woman's Education Association sought a new organization for self-supporting women. A member suggested that trained nursing offered desirable occupation and that these trained women would fill the need for private nurses in the community. A committee was formed to study the establishment of a school and a member visited Florence Nightingale for advice.

The Trustees of the Massachusetts General Hospital consented to give over the nursing care of the patients in one Hospital building to the contemplated school for a practice field. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the School into the Hospital wards November 1, 1873, under the name of The Boston Training School for Nurses. Almost immediately the original committee transferred control and property to a Board of Directors who conducted this School for twenty-two years, or until January 1, 1896. Then the management of the School was transferred from the Board of Directors of The Boston Training School for Nurses to the Trustees of the Massachusetts General Hospital, of which institution it is now an integral part. At the time of this last transfer the School was named the Massachusetts General Hospital Training School for Nurses. The change in management brought no immediate change of nursing staff and several members of the Board of Directors of the Boston Training School for Nurses later became members of the Advisory Committee to the Massachusetts General Hospital Training School for Nurses. And, as neither the residence nor the practice field of the student nurses was changed, the continuity of the School was unbroken.

In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing. This was done to conform to the present-day educational aims which stress "learning" rather than "training."

In 1945, Radcliffe College and the Massachusetts General Hospital School of Nursing established a coordinated program for the preparation of a limited number of selected young women who wish both a broad general education and a professional education in nursing. This program was evolved as a result of the conviction of the governing boards of both insti-

tutions that the profession of nursing increasingly requires women with such an education and that many young women interested in a career in nursing wish also the opportunities offered in a liberal arts program.

It is the purpose of this School to maintain a standard worthy of the ideals cherished by that group of high-minded men and women who established it. The founders of this School recognized the value to the community of the right kind of young woman adequately prepared for nursing.

The School intends to admit only those young women who possess high personal standards of living, who have demonstrated the ability to maintain a high level of scholarship, and who have developed the maturity and the ability to make satisfactory personal and social adjustments. The School then attempts to provide for these young women satisfactory living and working conditions, a high grade of classroom instruction and adequate clinical experience. Thus the School hopes to continue to graduate not only young women who possess nursing knowledge and nursing skill, but those who also possess desirable personalities, strong characters, and a sense of social responsibility.

ALUMNAE—GEOGRAPHICAL DISTRIBUTION.

The School, therefore, has passed its seventy-eighth birthday. It has graduated four thousand and seven nurses, one of the largest groups graduated from any school of nursing in the world. To the School have come young women not only from every part of the United States and Canada, but from England, France, Switzerland, Germany, Philippines, Greece, Italy, Armenia, China, Syria, Czechoslovakia, Poland, Japan, Mexico, Turkey, and India. A careful survey has shown that the graduates of the School have served in every state in the Union, and on every continent on the globe. The year books record these graduates in approximately fifty-six different forms of nursing work and also show that among the women in active work today, few are engaged in work other than that of nursing or its allied vocations. This last fact is convincing proof that the right type of woman, adequately prepared, finds joy and satisfaction in nursing.

The public to-day not only recognizes the nurse as a person who cares for the sick, but as a person who teaches the maintenance of health and the prevention of illness. She is also recognized as a person who can aid in the

solution of many of the social and economic problems of the home, the school, and the community, and is therefore a valued member in any social group.

ACCREDITATION. The Massachusetts General Hospital School of Nursing is accredited by the state of Massachusetts. In 1940, the School was surveyed and fully accredited by the National League of Nursing Education. Graduates of the School, who are also graduates of accredited high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state in the Union. If grades obtained in the Massachusetts State Board examinations are sufficiently high, the graduates may be registered in other states by reciprocity.

Obviously no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this School, however, is to keep informed of all such regulations and to prepare its graduates to meet them.

Facilities for Instruction

CLINICAL FACILITIES. The opportunities offered by a large general hospital assure a broad and varied clinical experience for the student nurses. The Massachusetts General Hospital and the other institutions with which the School is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has a capacity of 524 beds. There are three main services: surgical, medical, and pediatric. There are such special services as dermatology, gynecology, neurology, orthopedics, psychiatry, and urology. Because of the relationship of this Hospital to the Harvard Medical School and because there is such a large element of research in the Hospital, the operating room has a very active service. Diet now plays a large part in the cure and prevention of disease. The extensive use of diet therapy provides wide experience in this increasingly important aspect of nursing.

The Out-Patient Department maintains 42 different clinics and each student has one or more periods of experience in this Department. Every student has valuable clinical experience in the Baker Memorial, the building for people of moderate means, and in the Vincent Memorial gynecology service. All students go to the Boston Lying-In Hospital for a three months affiliation in obstetrical nursing, to the McLean Hospital for a three months affiliation in psychiatric nursing, and to the Massachusetts Eye and Ear Infirmary for four weeks for special instruction in diseases of the eye, ear, nose, and throat.

There are several elective courses for selected students: one of two months at Massachusetts Memorial Hospital in the care of patients ill with contagious diseases; one of 4 weeks in the service of the student's choice during the nursing internship; and a two months course at the School of Public Health Nursing, Simmons College, for students with degrees or in the degree program.

Note: The School reserves the right to alter any program or policy outlined in this bulletin.

CLASSROOMS LABORATORIES LIBRARIES. There are two large classrooms and five laboratories of which the School has the exclusive use. Two laboratories are equipped for the teaching of sciences, two for nursing, and the other for teaching of nutrition. Other classes are held in the various amphitheatres and clinic rooms of the Hospital. The nurses' reference library is in the Moseley Building and is named the Palmer-Davis Library in honor of two alumnae of the School. The library is in charge of a well prepared librarian. It contains over 2580 volumes of which 121 are in an historical collection and 75 periodicals. Students have full access to the Warren Library, the patients' fiction library of 4800 volumes. Except in the evening hours, students also have access to the Treadwell Library, which is the Hospital's medical library of 19,000 volumes and 199 periodicals. There are also small teaching rooms, with reference books, either on or adjacent to almost every ward in the Hospital. Ward teaching conferences and clinics are held in these rooms, which also offer to the students on each ward a place for study of special ward records and references.

TEACHING STAFF. The teaching and supervisory staff includes a large group of nurses and members of other Hospital Departments who are well prepared in their fields from the standpoint of academic education, professional preparation, and experience. Two full-time public health nurses on the staff of the School assists with the integration of social and health aspects throughout the curriculum and help to identify, for both teaching staff and students, opportunities for experience in the teaching of positive health. The medical aspects of nursing are taught by physicians, of whom the majority are graduates of Harvard Medical School and have appointments on the permanent medical staff of the Hospital. The allied departments of Diet Therapy, Occupational Therapy, Physiotherapy, and Social Service provide qualified instructors for classes in their respective fields.

General Information

LOCATION.
TO REACH HOSPITAL. The School Office is in the White Memorial Building, located on Fruit Street, at the head of North Grove Street.

RESIDENCE. The Massachusetts General Hospital has three comfortable residences for the student nurses. The Thayer, which is situated on the Hospital grounds, is connected with the main buildings by subway and accommodates 122 students. In the Thayer there are fifteen double rooms. All other rooms are single. It has a laundry, kitchenette, recreation and tea rooms. The wing overlooks the Charles River and has a roof furnished with awnings, steamer chairs, and hammocks. The Charles Street House, about eight minutes walk from the Hospital, is used when new classes fill the other houses to capacity. With the exception of 5 single rooms, all rooms in this house are double. The Walcott House is just outside the Hospital grounds and is connected with the main buildings by subway. It has 141 single rooms, a large, attractive reception room, recreation room, two small social rooms, kitchenette, classroom, laundry, and infirmary. This latter building also has a roof which is available for outdoor use.

HEALTH SERVICE.
CARE OF ILLNESS. Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself set an example of health. The School endeavors to conserve and promote the health of the students and expects them to co-operate in this endeavor. Prerequisites for a satisfactory health program are right living and working conditions. These programs are outlined elsewhere.

A member of the medical staff of the Hospital and a supervisor on the staff of the School are directly responsible for the care of the health of the students. Any or all of the medical resources of this great Hospital are available when needed for student health. The first steps in the health program include a thorough physical examination, an x-ray of the chest, and immunization against common infectious diseases. The Hospital maintains a daily morning clinic to which students may report for instruction relative

to the establishment of positive health habits or for physical examination and care. There is a routine yearly physical examination. Chest X-rays are taken every six months. Weights are recorded bi-monthly and marked deviations from normal weight are given the necessary attention. Oral supervision is given in the Dental Clinic. The dietary regime is in charge of graduate dietitians and the menus are so planned that an adequate and properly balanced diet is assured.

Minor illnesses are cared for in the School infirmary. Illnesses of a more serious nature are cared for in the Hospital without cost to the student, for a reasonable length of time. The School cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As this Hospital can not always admit patients with contagious diseases, students who contract these diseases may be cared for in one of the local hospitals which does admit this group of patients. It is generally the policy of this Hospital to pay for that care. Whenever or wherever special nursing is requested, this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion or for certain special medications.

HOURS, VACATION, SICKNESS LEAVE.

The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty, but the unreasonable number of hours of work and the great amount of house-work, often supposed to be required of a student nurse, belong to a past generation. In all first-class hospitals, most of the house-work was long ago given over to maids, and in this Hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers.

During the preclinical period the students are off duty every Saturday afternoon and Sunday. From the preclinical period to the internship the practice week is 36 hours.

During the course nine weeks of vacation are given at such times as best fit the class program, generally in the form of a three-week vacation each year.

Students are not required to make up time lost during the preclinical period provided all class work is completed. Each student is allowed fourteen days of sickness leave during the remainder of the program. Absence

caused by illness and totaling no more than this amount of time need not be made up before graduation.

LEAVE. Students are not privileged to absent themselves from the School to care for sick relatives or for other personal reasons. Absence is allowed only in extreme cases. When absence, for any reason, results in the loss of more classes than a student can be allowed to make up by extra study, the date of the student's return and the privilege of proceeding with her class in the School are determined by the Faculty. Loss of time for any reason other than illness must be made up.

GUIDANCE PROGRAM. Although the student group is large, the individual and her progress remain of paramount importance. To aid each young woman in achieving the greatest professional and personal success and satisfaction, the School maintains a Student Counseling Program and includes on its staff a full-time Student Counselor. Through this program the student finds not merely assistance in solving her personal problems, but also orientation to the new hospital life, systematic guidance in her studies and ward experience, testing and remedial work when it is needed, and expert vocational counseling. Frequent contacts between the student and her own particular faculty advisor supplement the activities of the Counselor in producing student-faculty relationships most favorable to friendly guidance and the full understanding of the student and her needs.

SCHOLARSHIPS—LOAN FUND. Each year the Hospital offers a limited number of $100 scholarships to students who need financial assistance. An applicant for a scholarship must have been in the School more than six months, and be within more than six months of graduation; she must have a class average of 85 per cent, must have demonstrated ability in bedside nursing, and must have a record of good school citizenship. In addition to this aid for older students there are six tuition scholarships of $100 for each entering class, granted on the basis of need and scholarship merit.

A loan fund for student nurses, which was established in memory of Marion Moir West (1889) by her sister, is administered by the Director of the School. Inquiry concerning any of the funds should be addressed to the Director of the School of Nursing.

Programs

It is the purpose of the School to prepare young women to meet their responsibilities as nurses in the broad health program of their times. It is our belief that such responsibilities can be met best by a nurse with a thorough knowledge of the sciences fundamental to the practice of nursing, technical skill in the care of the sick, and skill in dealing with the personal and social factors involved in all human relationships.

Because the health and sickness needs of people vary, the program of the School must be a changing one which reflects in the curriculum the growing emphasis on the Nurse's responsibility for disease prevention and health promotion. With these emphases, there is increased need for health teaching based on an acceptance of the family as the focus of the health program, and on the realization of the influence of psychological, social, and economic factors in health and in sickness. The recent extension of hospital services into the community, the utilization of the team concept as it affects the care of patients and interprofessional relationships, and the broadening interpretation of the democratic ideal have further stimulated the development of the School program. As the curriculum is planned to prepare professional women, the health and development of the students as individuals and as citizens are considered of utmost importance.

DEGREE PROGRAM

Radcliffe College, in cooperation with the Massachusetts General Hospital School of Nursing offers a coordinated plan to a limited number of carefully selected young women who expect to make nursing their profession. This program, which is five years and ten months in length, is unique in that it offers an opportunity to combine a complete liberal arts education leading to the bachelor's degree with the professional education in nursing.

This plan has been evolved as a result of the conviction that the profession of nursing increasingly requires women with a broad educational back-

Just below historic Beacon Hill are the many buildings that compose Massachusetts General Hospital.

From her residence the student nurse may look out over the Charles River Basin and its famous Esplanade.

In her residence she finds
opportunity for gracious living

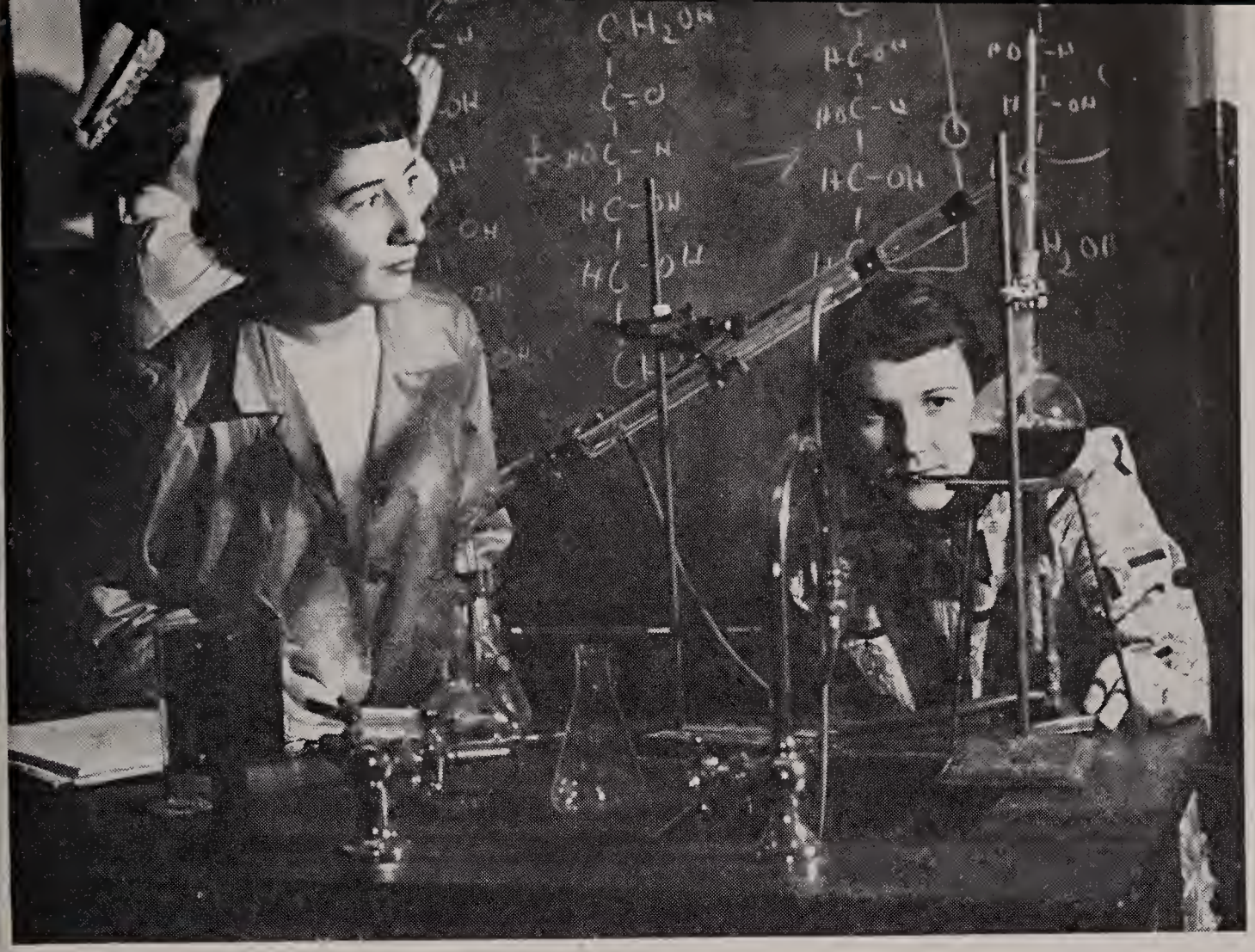
A birthday cake for afternoon tea.

In attractive reception rooms she may welcome her guests.

Her own room soon reflects her personality.

To supplement classes there are correlated laboratory periods

In Microbiology the student learns about the bacteria behind various diseases.



She watches a chemical reaction.

The basic nursing procedures are demonstrated and practiced in nursing laboratory

A beginner learns how to apply a dressing.

With a class-mate as her patient she learns to take
a blood pressure . . .

. . . and prepare
an irrigation.

In the hospital itself the student nurse learns to work with people

On a ward in the White Building, she cares for a patient after an operation.

In the Baker Memorial, she assists the doctor with a sterile dressing.

With the orthopedic nursing instructor she learns to adjust traction.

As she assists the doctor with an intravenous, she is learning too.

She gives help and encouragement to an elderly ward patient.

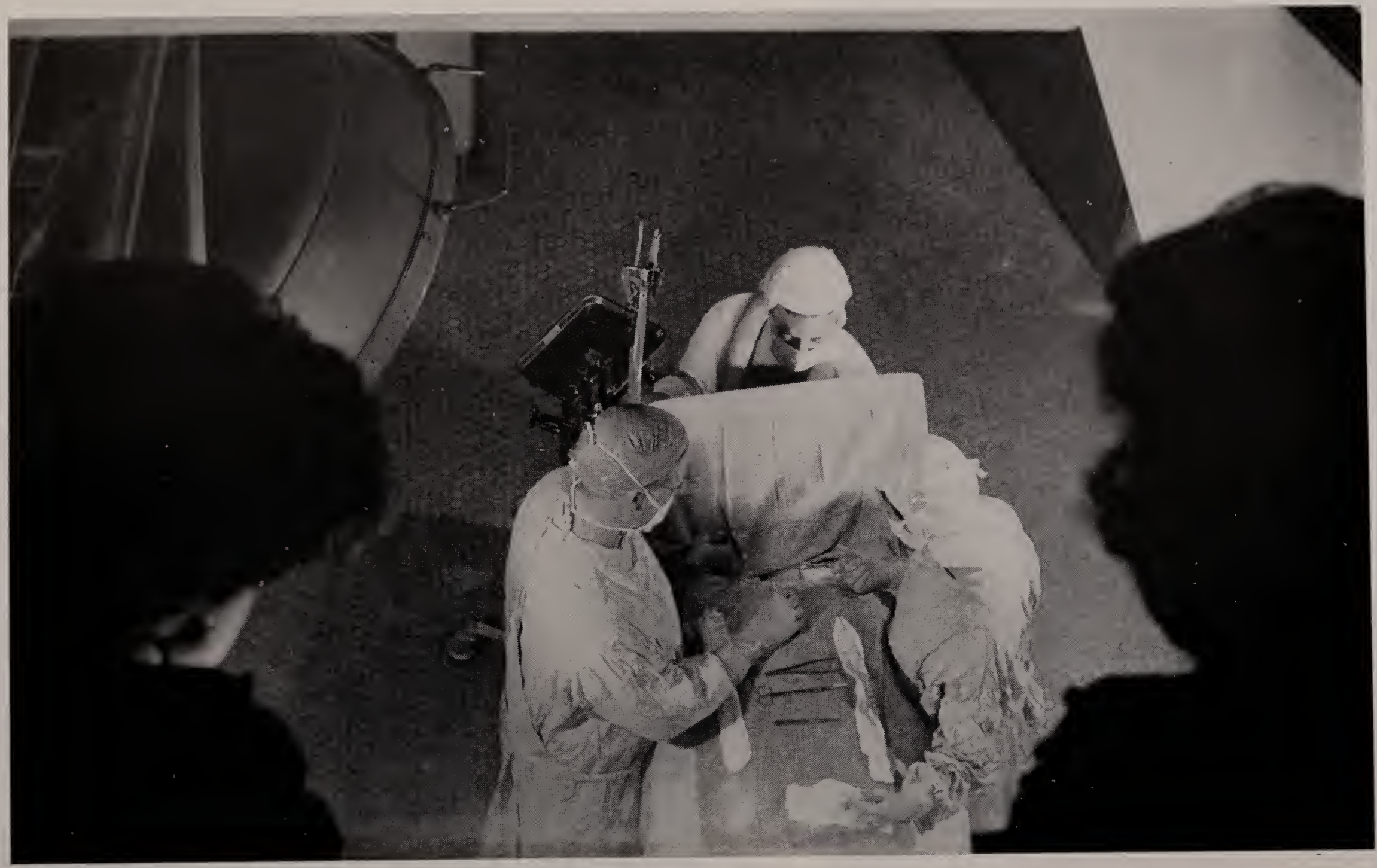
On a Pediatric
ward she cares
for a
premature baby.

But there is still time

To give
tender, loving
care.

As she gains experience she cares for a patient in a respirator.

She may have experience with the Visiting Nurse Association.



The Operating Room offers dramatic experience to every student—as an observer . . .

. . . later as a part of the operating team.

From the Student to the School Cap as she begins her Internship.

As an Intern she may become a team leader.

There is out-of-school fun too

A model poses for the Art Class.

For many students summer brings . . .

Tennis on the Hospital Courts.

Sailing on the Charles River.

Time goes fast
—until

Graduation

ground. Professional opportunities in nursing and health education and administration, and in medical research, more and more demand the graduate nurse who has the liberal arts training in addition to her diploma in nursing.

GENERAL PLAN. Students will carry full work at Radcliffe College for the first year and in addition will spend three hours a week at the Massachusetts General Hospital. During the first and either the second or third summers there will be an eight weeks summer session at the School of Nursing. At the end of the four years, the student will receive the degree of Bachelor of Arts from Radcliffe. She will then spend two full years in the School of Nursing in the special program provided and will receive the nursing diploma at the close of this period.

Students may choose freely among the 32 undergraduate fields of concentration offered by Radcliffe College. No pre-professional courses will be included in the college program which might limit the breadth of general education. A common core of courses is planned to provide background and enrichment for the professional studies of the student. Throughout the program there will be close integration between the College and the School of Nursing. Although the program is continuous, provision is made for substantial vacations each year.

APPLICATION AND ADMISSION. Applicants are admitted jointly by Radcliffe College and the School of Nursing and must meet the entrance requirements of both institutions. The School of Nursing accepts in this program only those applicants who are recommended by Radcliffe College and who present the personal and health qualifications requisite to nursing.

Application for entrance should be made directly to Radcliffe College. A personal interview at the School of Nursing will be required of all applicants living within a reasonable distance from Boston. When possible, arrangements will be made for applicants living in distant sections of the country to have personal interviews with alumnae representatives.

TUITION AND FEES FOR SCHOOL OF NURSING.

During the college years, the student will pay the regular fees to the College as announced in the Radcliffe College catalogue. Tuition and fees for the School of Nursing are listed below.

First Year

Tuition	
Orientation	$ 20.00

Summer Session

Tuition	50.00
Room	30.00
Meals ..... approximately	84.00
Laboratory Fee	20.00
*Books ..... approximately	20.00
	$204.00

Second Year

Tuition	30.00
Laboratory Fee	5.00
*Books ..... approximately	8.00
	43.00

Summer Session

Tuition	30.00
Laboratory Fee	10.00
Books	8.00
*Uniforms - 6 complete ..... approximately	104.90
	$152.90

Third Year

Tuition	30.00
Laboratory Fee	5.00
*Books ..... approximately	6.00
	$41.00

Fourth Year

Tuition	100.00
Activity Fee	3.00
Library Fee	2.50
Breakage Deposit	10.00
Excursions	3.00
*Books ..... approximately	20.00
	$138.50

* The cost of uniforms and books is subject to change as prices vary. No refunds will be made from tuition or fees after admission.

Fifth Year

Tuition	100.00
Activity Fee	3.00
Library Fee	2.50
Public Health Fee	50.00
Graduation Fee	10.00
Test Fee	5.00
	170.50
TOTAL	$769.90

FINANCIAL AID. The Trustees of Massachusetts General Hospital are prepared to offer scholarships and loans to applicants and to enrolled students who qualify and who are in need of financial aid. All candidates enrolled will also be eligible for assistance from Radcliffe College scholarship funds in precisely the same terms as other Radcliffe students.

PROFESSIONAL OPPORTUNITIES. There are many opportunities for professional nurses in the three major fields of nursing. Positions in hospitals such as ward administration or supervision, offer challenging opportunities for those with medical science interests and executive ability. Positions in the field of nursing education may be open either in hospital schools of nursing or universities to those interested in the teaching of nursing, biological or social sciences, or in educational administration. Positions in public health including visiting nursing, school nursing, or consultant positions in such nursing fields as pediatrics, orthopedics, or mental hygiene provide unique opportunities for social contacts and family health teaching.

As a profession nursing is still fluid; new trends constantly developing enlarge horizons and fields of service. The woman who has aptitude and broad professional preparation for her work in nursing will find satisfactions seldom found in other careers for women.

NOTE: By special arrangement with Hood College, Frederick, Maryland, students who complete two years of work at that college, followed by the regular three-year program at this school of nursing will be awarded the Bachelor of Science degree from Hood as well as the nursing school diploma. Anyone interested in this program should direct an inquiry to Hood College.

GENERAL PLAN FOR COÖRDINATED PROGRAM WITH RADCLIFFE COLLEGE

	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
FIRST YEAR		*COLLEGE*: FOUR FULL COURSES INCLUDING INORGANIC CHEMISTRY								VAC.	Summer Session: Anatomy and Physiology Organic and Physiologic Chemistry	
		NURSING SCHOOL: ORIENTATION TO NURSING—TWO SEMESTERS										
SECOND YEAR	VAC.	*COLLEGE*: FOUR FULL COURSES								VAC.	Vacation or	
		NURSING SCHOOL: MICROBIOLOGY—TWO SEMESTERS									Summer Session: Nursing Arts I Pharmacology I	
											Nursing Arts Ward Practice	
THIRD YEAR	VAC.	*COLLEGE*: FOUR FULL COURSES									Vacation or Summer Session As Second Year	
		NURSING SCHOOL: PRINCIPLES AND PRACTICE OF NUTRITION—TWO SEMESTERS										
FOURTH YEAR	VAC.	*COLLEGE*: FOUR FULL COURSES							DEGREE GRANTED	VAC.	Nursing School: First Clinical Term Nursing Arts II Pharmacology II Medical Nursing Personal Adjustments	
		PRINCIPLES AND METHODS OF TEACHING—30 HOURS METHODS OF HEALTH EDUCATION—15 HOURS				INTRODUCTION TO PATHOLOGY—26 HOURS					Nursing Arts Practice—4 Weeks Medical Nursing, Diet Therapy and Out-Patient Dept.	

FIFTH YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
FIRST CLINICAL TERM, CONT. TOTAL—43 WEEKS							SECOND CLINICAL TERM—39 WEEKS				
SURGICAL NURSING		OPERATING ROOM NURSING		ORTHOPEDIC NURSING			PSYCHIATRIC NURSING			OBSTETRIC NURSING	
HISTORY AND SOCIAL DEVELOPMENTS IN NURSING						VAC.					
CONFERENCES ON PSYCHOLOGICAL AND SOCIAL ASPECTS OF PATIENT CARE											
EMERGENCY NURSING											
SURGICAL NURSING PRACTICE INCLUDING DIET THERAPY AND OUT-PATIENT CLINIC EXPERIENCES 12 WEEKS		OPERATING ROOM NURSING EXPERIENCE 8 WEEKS		ORTHOPEDIC NURSING PRACTICE AND OUT-PATIENT CLINIC 4 Weeks		4 Weeks	PSYCHIATRIC NURSING PRACTICE 13 WEEKS			OBSTETRIC NURSING	

SIXTH YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Obstetric Nursing Cont.	Pediatric Nursing The Care and Control of Communicable Diseases in Man Dermatological Nursing Nursing in the Home			THIRD CLINICAL TERM—22 WEEKS Gynecological Nursing Urological Nursing Personal and Professional Adjustments, Cont.	Nursing and Health in the Family		Neurological Nursing Eye, Ear, Nose & Throat Nursing Senior Seminars Personal and Professional Adjustments, Cont.				Diploma
Obstetric Nursing Practice Cont. 13 Weeks	Pediatric Nursing Practice Including Diet Therapy and Out-Patient Clinics 13 Weeks			Gynecological Nursing Practice 4 Weeks	Visiting Nurse Association Experience 8 Weeks		Senior Medical and Surgical Experience 10 Weeks			VAC.	Requirements Completed

SUMMARY OF THE DEGREE CURRICULUM

	Radcliffe Semester Hours	*Nursing School Hours of Instruction*
First College Year		
College program ..... including Inorganic Chemistry - 2 semesters	30	
*Orientation to Nursing - 2 semesters		75
Freshman Summer Session - 8 weeks		
*Anatomy and Physiology		100
*Biochemistry		100
Second College Year		
College program	30	
*Microbiology - 2 semesters		75
Sophomore Summer Session - 8 weeks		
*Nursing Arts I		90
*Nursing Arts Practice, laboratory and ward		115
*Pharmacology I		18
*Personal and Professional Adjustments I		10
Third College Year		
College program	30	
*Nutrition and Food Preparation - 2 semesters		75
Junior Summer Session - 8 weeks		
This period may be kept free or the student may elect to take the content of the Sophomore summer session in the Junior summer session. The arrangement listed is to be preferred.		
Fourth College Year		
College program	30	
*Principles of Teaching - first semester		30
*Methods of Health Education - first semester		15
*Introduction to Pathology - second semester		26

SCHOOL OF NURSING

	Nursing Practice	*Hours of Instruction*
First Clinical Period - 43 Weeks		
Introduction to Clinical Nursing	4 weeks	
Nursing Arts II		40
Nursing Arts Practice, ... laboratory and ward		100
Pharmacology II		20
Medical Nursing Practice ..... (including Diet Therapy and Out Patient Experience)	12 weeks	

*Courses offered by the School of Nursing.

	Nursing Practice	*Hours of Instruction*
**Medical Nursing		100
Surgical Nursing Practice (including Diet Therapy and Out Patient Experience)	12 weeks	
**Surgical Nursing		125
Operating Room Nursing Practice (including Central Supply Room)	8 weeks	
Operating Room Nursing		25
Orthopedic Nursing Practice (including Out Patient Experience)	4 weeks	
**Orthopedic Nursing		30

In the last 12 weeks of this period, the following courses are given.	*Hours*
History and Social Developments in Nursing	25
Emergency Nursing	15
Conferences on Psychological and Sociological Aspects of Patient Care	15
Personal and Professional Adjustments, continued	8

A vacation period of 4 weeks is given at the end of the first clinical period.

Second Clinical Period - 39 weeks		
***Psychiatric Nursing Practice	13 weeks	96
***Obstetrical Nursing Practice	13 weeks	64
Pediatric Nursing Practice (including Diet Therapy and Out Patient Experience)	13 weeks	64
The Care and Control of Communicable Diseases in Man		75
Dermatological Nursing		10
Nursing in the Home		15

Third Clinical Period - 21 weeks		
Gynecological Nursing Practice	4 weeks	
**Gynecological Nursing		30
Personal and Professional Adjustments, continued		8
Urological Nursing		12
Public Health Nursing	8 weeks	
By affiliation with the Visiting Nurse Association of Boston.		
Nursing and Health Service in the Family offered concurrently at Simmons College		2 semester hours
Senior Medical and Surgical Nursing Practice	9 weeks	
Neurological Nursing		10
Eye, Ear, Nose and Throat Nursing		15
Personal and Professional Adjustments, continued		8
Senior Seminars		15

*Course offered by the School of Nursing.
**Integrated in all of these courses are Pathology, Pharmacology, Diet Therapy, Social and Health Aspects of Nursing Care, including Mental Health.
***By affiliation at McLean Hospital and Boston Lying-In Hospital, respectively.
The School of Nursing reserves the right to modify its courses.

DIPLOMA PROGRAM

GENERAL DESCRIPTION. In September, 1948, a new plan for the three-year diploma program was introduced. Adopted after a long period of study, and consideration of various types of programs, it is one of the first of its kind in the country. In the new program the three years is divided into two periods. The first, the educational period, is twenty-eight months long. During this time, the students have experience on the wards, taking care of patients; the emphasis, however, is on the student's education. The ward practice during this period is planned to the point of safe learning, but not of skill. There is a good breadth of experience. Following the six months' preclinical period there are six three-month periods, including three months each of medical nursing, surgical nursing, surgical specialties, children's nursing, obstetrical nursing, and psychiatric nursing. There are also two months in the Operating Room, one month in the special Diet Kitchen, one month in the Out-Patient Department, and three vacations.

The second period of eight months is a period of practical internship. During this period the student develops the skills requisite to a graduate nurse. Because the student nurses during the internship give full time to supervised nursing practice, they receive a stipend of $30.00 a month for the eight months.

This program meets state requirements so far as we know in every state in the country.

PUBLIC HEALTH AND WARD TEACHING. Because there is today a greater emphasis than ever before upon the maintenance of health and because the nurse plays a greater part than ever before in this program, courses are included in the curriculum which prepare the nurse to aid not only in the cure but also in the prevention of disease. It is the responsibility of every instructor, with the aid of the public health nurse, to incorporate the preventive and community aspects of nursing in every course. Since May, 1948, a plan has been introduced by which patients discharged from the hospital are referred for continued home care by the public health nursing agencies and nursing homes. Each

student has the opportunity of observing and sharing in this new plan which coordinates hospital and community care of the sick. During the clinical assignments the ward teaching program is planned to guide the student in the application of her learnings in the nursing care of the sick patient and in the instruction of the convalescent and his family. College graduates with special interest in the public health field may have a two-month affiliation in public health nursing at Simmons College.

APPLICATION AND ADMISSION

AGE. The preferable age is between eighteen and thirty years, although younger applicants who have demonstrated maturity may be accepted.

CIVIL STATE. The School considers it inadvisable to admit married women.

EDUCATION. Applicants with high school preparation only must be graduated from approved high schools or present equivalent acceptable preparation. The college, general or scientific program is preferred. Sixteen units of study are required, namely: 4 units of English, 2 units of a foreign language, 2 units of history, or 1 unit of history and ½ unit of civics, 2 units of college mathematics, 1 unit of chemistry, 1 unit of biology, and 4 or 4½ units of elected subjects. Latin or any modern foreign language credited by the high school will be accepted, but both units must be in the same language. Physics may be substituted for chemistry and general science for biology, but chemistry and biology are preferred. Clerical practice and bookkeeping may not be substituted for mathematics. The elected subjects, as far as possible, should include history or other social studies, science, mathematics, and foreign language. All courses must satisfy the requirements of the Board of Registration of Nurses in Massachusetts and New York. Every high school graduate must stand in the upper half of her graduating class or must have passed the College Board Examinations in specified subjects. Preference will be given to those who stand in the upper quarter of their graduating classes and whose grades are all at least ten points above the passing grade of the school.

Applicants entering from college must satisfy the basic entrance

requirements listed for high school graduates, but the requirements may be met by a combination of high school and college courses. Grades received in college should be sufficiently high to indicate the applicant's ability to carry satisfactorily a program of study on the college level.

In the evaluation of all school credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Admission is on a competitive basis. Preference is given to the applicant who, in addition to acceptable health and personal qualifications, presents the more advanced educational preparation and shows ability to carry a study program beyond the high school level. The School of Nursing reserves the right to select those applicants who appear in the judgment of the Faculty to be best qualified for the programs offered in this School.

APPLICATION. Written application should precede the personal interview. The written application should be submitted on the form supplied for the purpose accompanied by a personal letter. An acknowledgment of the application will be forwarded, but an interval of time may elapse before action is taken upon the application.

When the processing of the application has been partially completed, each applicant will be notified by letter that arrangements should be made for an interview. The letter will also suggest a time when an appointment with the Director or one of her assistants would be possible. The applicant should reply immediately, accepting the appointment, or, if necessary, requesting another time. No appointments are possible for Saturday afternoons, Sundays, or holidays. Interviews with representatives of the School will be arranged for applicants living at a distance.

All candidates are required to have a physical examination. Applicants for the diploma program are required to take a series of aptitude tests, the charge for which is five dollars. These tests, which are given by the National League of Nursing Education, examine the applicant's proficiency in various subjects which are related to success in nursing studies. No preparation or special coaching is needed. Full particulars about arrangements for testing will be sent to the prospective student after formal application is filed. Upon acceptance a $10.00 registration fee is required. Should the application be withdrawn by the applicant this fee is retained by the School.

Classes are admitted early in September and March.

TIME CREDIT FOR COLLEGE GRADUATES. Nursing increasingly offers opportunities for the woman who is well educated, who is well prepared professionally, and who possesses the personal qualities and social maturity necessary for a career of public service.

College graduates who show aptitude in nursing and who maintain an average of "B" during the first two years may receive 7 or 8 months credit of time thereby reducing the total length of the program to 28 or 29 months. No special science prerequisites are required to qualify for this time credit. Applicants whose college study is not yet complete are encouraged to secure a sound general education and, in planning for a broad distribution of courses, to include when possible chemistry, biology, psychology, and sociology.

Applicants considering the shortened program should realize that laws and rulings of state boards of nurse examiners in some states require a minimum of three years in a nursing school. When registration is desired in such states, courses in one or more special services may be taken after graduation to meet the requirements.

EXPENSES. The cost of the course including uniforms and regular fees will be approximately $520.00. Individual items and their costs are as follows:

Registration	$ 10.00
Tuition	300.00
Student Activity Fee	9.00
*Books	47.00
Library Fee	7.50
Laboratory Fee	16.50
*Uniforms	105.00
Breakage	10.00
Key Deposit (Refundable)	1.00
Junior and Senior Tests	5.00
Graduation Fee	10.00
	$520.00

These expenses will be divided as listed below:

Before entrance		
Registration Fee	$ 10.00	
Uniforms	96.60	
		Total $106.60
On entrance		
Tuition	$150.00	
Uniforms	8.40	
Books	47.00	
Fees	33.00	
		Total 238.40

*The cost of uniforms and books is subject to change as prices vary. No refunds will be made from tuition or fees after admission.

After 12 months			
Tuition	$75.00		
Fees	5.50		
Tests	5.00	Total	85.50
After 24 months			
Tuition	75.00		
Fees	5.50		
Graduation	10.00	Total	90.50
		Total for three years	$520.00

Certain additional fees may be necessary for some students.

For those students eligible for public health nursing affiliation $50.00

For repeating a course

If a student is permitted to repeat a course, an additional tuition fee will be charged .....$10.00—$20.00

For re-examination

If the class standing of a student warrants, opportunity will be given to repeat a final examination $3.50

Throughout the course, the student will be maintained by the Hospital without expense for board, room, and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance.

STUDENT'S STIPEND

Eight Months Internship $240.00

ADVANCEMENT AND GRADUATION. Students advance from year to year who satisfactorily complete the prescribed course of each year, pass the examinations, demonstrate ability in nursing, and in the opinion of the Director of the School and the Faculty, are personally fitted to assume the responsibilities of the nursing profession. Students who fail in any of the necessary requirements may at any time during the program be placed on warning or recommended to withdraw. The standard of grading adopted by the School is as follows: A, excellent; B, good; C, fair; D, low; E, condition; and F, failure. Final course grades will be evaluated on a basis of weighted quality points: A, 4 quality points; B, 3 quality points; C, 2 quality points; D, 1 quality point; E and F, 0 quality points. Unsatisfactory grades are reported to parents or guardians monthly after the second month of the preclinical term and at the end of each term thereafter. Failure to meet the School standard places a student on warning.

EXTRA-CURRICULAR ACTIVITIES. The Faculty of this School, in common with many other educators, believe that the so-called extra-curricular activities contribute directly to the student's personal, social, and professional growth. The extra-curricular activities are under the direction of the Student Nurses' Cooperative Association, a student-faculty organization. In cooperation with the faculty, students take an active share in plans to establish and maintain happy and constructive relationships in student life. Social activities are adjusted to the varying interests and needs of individual students. Formals on special occassions and Friday Night informals are among the popular activities. Christmas Candlelight Service holds a special place in hospital tradition. Each class sponsors its own program of activities, culminating in the publication of its yearbook and the celebration of coming graduation by a Senior Formal and Senior Banquet.

Informal dances are held frequently in one of the residences. Facilities for tennis, badminton, and softball are available at or immediately adjacent to the hospital. Picnics and excursions to the near-by beaches are very popular during the summer months. The Glee Club is a favorite activity, and many students are members of the Sailing Association with sailing privileges on the broad Charles River Basin. The Counselor keeps the students informed concerning lectures, concerts, places of historical interest, and many other opportunities for off-duty enjoyment which Boston offers.

POSTGRADUATE OPPORTUNITIES. The graduate of the diploma or three year program may enter private practice in a home or hospital or work as an institutional staff nurse immediately upon graduation from the school. With hospital experience she may progress to the position of head nurse, or she may choose to enter a special field such as industrial nursing, office nursing, or operating room nursing. For those interested in securing advanced preparation there are opportunities in hospital supervision and administration; in schools of nursing, as teachers of nursing and science and as administrators; in public health, as visiting nurses, school nurses, and consultants in special fields, such as orthopedic nursing and mental hygiene.

Graduates of the School who are interested in additional general and professional education may matriculate for the Bachelor of Science degree

at Simmons College, at Boston University, at Teachers College, Columbia University, New York City, and at other colleges offering programs in nursing. To graduates with no college credit except that allowed for the undergraduate program in nursing, Simmons College will allow a maximum of 24 year hours credit. This is usually equivalent to one and one-half years of study in the four-year college program. Teachers College, Columbia University, will grant advanced standing of one year or more of college credit for the three-year undergraduate nursing progam.

Graduates who have satisfactorily completed in an approved college a two-year academic program acceptable to Simmons College, may in one year at Simmons College complete the requirements for a Bachelor of Science degree. In certain cases the year of study may be spent in preparation for head nursing or for public health nursing. A student who plans pre-nursing college study with the hope of completing her work for a degree at Simmons College, should whenever possible, confer with that College when planning her first two years of college study in order to know that the courses selected will be acceptable to Simmons College for transfer credit.

Graduates of the School who have previously received a Bachelor's degree from a recognized college will be admitted to Teachers College, Columbia University, as candidates for the Master's degree.

Nurses applying for college entrance with advanced standing will be expected to meet the entrance requirements of the college, to be registered, and to be recommended by the Director of the School as being able and prepared to carry college work.

Alumnae who wish to study methods adopted in the Massachusetts General Hospital since graduation may return for two months of clinical experience in the wards of the General Hospital.

GENERAL PLAN FOR THREE YEAR DIPLOMA PROGRAM

FIRST YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Biological and Physical Sciences Nursing I Nutrition I Professional Adjustments 1						*VAC.*	Medical Nursing and Related Classes			Surgical Nursing and Related Courses	
Preclinical Period 24 Weeks Average Ward Experience 5 hours weekly							General Medicine 8 weeks		Diet Kitchen 4 weeks	General Surgery 8 weeks	

SECOND YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Surgical Nursing Continued	Operating Room Nursing Advanced Classes		Psychiatric Nursing			*VAC.*	Pediatric Nursing and Advanced Classes			Obstetrical Nursing	
OPD 4 weeks	Operating Room 8 weeks		Psychiatry 13 weeks				Pediatrics 13 weeks			Obstetrics 13 weeks	

THIRD YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
Obs. Nursing Cont'd	ADVANCED CLINICAL CLASSES					*VAC.*	PLANNED WARD TEACHING NO FORMAL CLASSES				
Obs. Cont'd	Adv. Med.	Adv. Surg.					PRACTICAL INTERNSHIP—8 MOS. ADVANCED CLINICAL PRACTICE INCLUDING SPECIALTIES				

SUMMARY OF THE DIPLOMA CURRICULUM

	Class Hours	*Ward Conference Hours*	*Nursing Practice Weeks*
Preclinical Period			
Anatomy and Physiology	100		
Chemistry	60		
Ecology	12		
Guidance of Study	5		
Microbiology	45		
Nursing I and II	320		
Nutrition	44		
Pharmacology I	50		
Clinical Period			
History of Nursing	27		
Nursing III, Unit I, Principles and Practices of Public Health Nursing	26[1]		
Nursing III, Unit II, Home Nursing	18		
Professional Adjustments I	20		
Professional Adjustments II and III	20		
Psychology	35[1]		
Sociology	22[1]		
Communicable Disease Nursing	27	5	4[2]
Dermatological Nursing	10	8	4-5-[2]
Eye, Ear, Nose, and Throat Nursing	16		
Gynecological Nursing	19	12	4-5
Introduction to Medical & Surgical Nursing	20	11	
Medical Nursing Including Diet Therapy	82	45	10-16
Neurological Nursing	10		
Obstetrical Nursing	63	24	13
Orthopedic Nursing	19	16	4-5
Out Patient Nursing		12	4-5
Pediatric Nursing	65	26	13
Psychiatric Nursing	95	34	13
Surgical Nursing	57	40.5	11-18
Urological Nursing	14	13	4-5
Internship Experience			
Eye, Ear, Nose and Throat Nursing		18	4
Neurological Nursing		8.5	2-4[2]
Operating Room Nursing		26	8
Advanced Clinical Practice (not listed above)		24	18
Total	1301	323	123

[1]Plus hours of course content integrated in other courses.

[2]Some students only

Description of Courses

NURSING AND HEALTH EDUCATION

NURSING I AND II—INTRODUCTION TO GENERAL NURSING PRINCIPLES AND PRACTICE, INCLUDING CARE OF PATIENT'S ENVIRONMENT; BANDAGING; MASSAGE. INTRODUCTION TO CLINICAL NURSING, INCLUDING MEDICAL AND SURGICAL ASEPTIC TECHNIQUE; ASSISTING THE DOCTOR WITH DIAGNOSTIC TESTS AND TREATMENTS; NURSING CARE STUDIES. 280 class room hours; 40 hours of supervised nursing care and 90 hours of ward experience.

Miss Perkins, Miss Petzold, Assistants and Special Instructors

The aim of this course is to guide the student in the development of the understanding, attitudes and skills which serve as a foundation for nursing. Factors which insure good nursing are analyzed in relation both to the procedures taught and to their adaptation as the condition of a particular patient makes it necessary. The nursing care of patients is discussed with emphasis placed on the nature of the patients' nursing needs, the importance of keen observation of patients and of succinct reports. In planning nursing care, the patient is considered as a member of a family in a community and as a person with social and economic problems. A part of each unit is devoted to a discussion of pertinent health principles as they apply to the student nurse and to the teaching of the patient. Because the nurse works closely with many groups, emphasis is placed on her cooperation with other people and departments functioning to serve the patient. Plans are considered for managing the care of a group of patients in relation to one another and to the total ward activities. During the last six weeks, material is presented which forms the basis for the student's adjustment as she advances from preclinical practice to practice in the basis clinical areas. At this time, those more technical procedures which are most commonly used in the first medical and surgical experiences are taught and supervised in both class room and ward.

PHARMACOLOGY *I* (50 hours) Miss Petzold and Assistants

In this course are studied the arithmetic processes involved in making solutions and in giving medicines. Since the metric system is used exclusively in this hospital, knowledge of decimal fractions is imperative. Students are given study materials prior to admission and a pretest is given during the first school week. This course is a service course for Nursing I in that the student is taught the basic knowledge pertaining to solutions and administration of medicines orally and parenterally. Then the procedures are taught in nursing at the appropriate time. Some of the drugs given most commonly orally and parenterally are studied here as an introduction to the integrated material in clinical nursing.

NURSING III—UNIT I (18 hours) ADAPTATION OF NURSING ACTIVITIES TO THE HOME. Miss Farrisey and Mrs. Gardon

A review, in terms of present-day health problems, of the types of illness for which the nurse may be called to give care in the home. Special consideration is given to prolonged convalescence, the care of persons with chronic disease, the meeting of certain emergencies which arise in the home, and a review of drugs and solutions in metric as well as apothecary measure. Improvised equipment and modified procedures are developed, demonstrated, and discussed.

NURSING III—UNIT II (26 hours) PUBLIC HEALTH NURSING
Miss Farrisey and Mrs. Gardon

This course emphasizes the nurse's responsibility to her patients and to the prevention of illness and to the promotion of family and community health. The discussion of the public health nurse's activities in this responsibility is planned to enhance the student's appreciation of the health needs of the individual, the family, and the community. A brief historical development of public health nursing is given, and a description of the public health nurse's activities at federal, state, and local levels is included. International health problems are briefly surveyed.

The public health nurse's part of the medical care team is emphasized through descriptions of specific services rendered by her in complementing supplementing hospital, ward, or private medical care.

This course is enriched by individual student observation of the public health in action in a Boston neighborhood for one full day.

NUTRITION I—NORMAL NUTRITION (44 hours) Miss Aaness

A study of the principles of normal nutrition and the role which nutrition plays in positive health. A discussion of the basic factors involved in selection, purchase, and care of food. It considers menu planning with special reference to nutritive adequacy and the economic, social, and psychological backgrounds which affect food preferences. Application of this knowledge is made by the student as she evaluates her own dietary habits and plans adequate nutrition for family groups. Emphasis is placed in the laboratory upon skill in preparation and service of certain foods which the student will use often in her daily ward activities.

BIOLOGICAL AND PHYSICAL SCIENCES

ANATOMY AND PHYSIOLOGY (100 hours). Miss Dolloff

A course designed to guide the student in developing an intelligent understanding and appreciation of the structure and function of the human body. The student is given opportunity for as much laboratory work as possible whereby she may gain concrete conceptions of the body structures and their normal functioning, which serves as a basis to the study of hygiene, principles and practice of nursing, nutrition, and the medical sciences. From the beginning of the course, emphasis is placed on understanding and maintenance of normal body functioning as one of the basic principles in preventive medicine.

CHEMISTRY (60 hours). Miss Schaufus

By lectures and laboratory work, some of the more fundamental principles of inorganic and organic chemistry and biochemistry are presented to contribute to a fuller understanding of the normal physiological processes. Emphasis is placed on the development of accuracy in laboratory work. Interpretation is given of the tests with which the nurse assists or which she may later perform.

MICROBIOLOGY (45 hours). Mrs. Jackson

The purpose of this course is to acquaint the student with the development of the science of microbiology and its principles as they apply in preventive programs and nursing care of the sick. Practice in the laboratory familiarizes the student with methods by which micro-organisms can be handled safely and destroyed effectively. The nursing procedures in which the student may apply these principles are given in concurrent nursing classes.

ECOLOGY (12 hours) Miss Farrisey

A basic survey course in Ecology is presented to preclinical students in a lecture followed by discussion basis in a period of twelve hours. This course is interwoven with the basic biological and nursing sciences and attempts to describe man's adjustment to his physical, mental, social and climatic environment.

SOCIAL SCIENCES

GUIDANCE OF STUDY (5 hours). All Preclinical Instructors

An introductory unit of the psychology course which is given to aid the student in the development and improvement of study habits. Lectures, discussions, and conferences are included on how to read, take notes, organize materials, use the library, and other skills basic to effective study.

PROFESSIONAL ADJUSTMENTS I (20 hours). Miss Sleeper and Assistants

A plan for group guidance to aid students as early adjustments are made to the new environment. A series of discussions dealing with the underlying principles of human conduct as related to nursing etiquette and ethics.

HISTORY OF NURSING (27 hours) Miss Sherwin

A survey of the historical development of Nursing in relation to the social and economic needs and to the development of science and medicine of various periods, compared with nursing as the student knows it today.

PROFESSIONAL ADJUSTMENTS II AND III (20 hours).
Miss Sleeper and Assistants

A survey of the professional nursing organizations and an interpretation of their contributions to nursing. A review of the contemporary issues confronting the individual nurse and the profession. A study of the vocational opportunities offered in the field of nursing and the factors which lead to satisfactory adjustment in graduate nursing practice.

PSYCHOLOGY (35 hours) Miss Sherwin

The common emotional needs of patient and student are discussed with specific examples from students' observation. Growth and development of the personality are stressed, with consideration of the influence of constitutional factors and life experiences. Emphasis is placed on the underlying principles of learning and their application to health teaching.

SOCIOLOGY (22 hours) Miss Aaness, Miss Sherwin

A study of the patient as a product of his family in the community. The needs, facilities and problems of Boston in relation to health and welfare, as illustrative of a typical community are emphasized, together with some of the other social agencies with which the Hospital works for the patient. Food preferences as an example of cultural patterns are stressed with some investigation of the economic and psychological factors involved. Group and individual excursions for direct observation are frequent in this course.

INTRODUCTION TO MEDICAL AND SURGICAL NURSING (20 hours)
Miss Hardeman and Instructors

A course of orientation to clinical nursing practice.
A unit designed to assist the student in her first assignment on the ward to adjust to her new role as a member of the nursing care team.

MEDICAL AND SURGICAL NURSING

In each of the following courses related content is included from the areas of pathology, nutrition, pharmacology, sanitation, and first aid. Health teaching, psychological, prevention and social and economic factors are emphasized in both classes and clinical practice.

COMMUNICABLE DISEASE NURSING (27 hours)
Visiting Physicians and Nurse Instructors

Lectures, discussions, moving pictures, and nursing classes concerned with the nature of the principle communicable diseases. Special emphasis is placed on mode of transmission, general symptoms, complications, nursing care. Prevention and control are studied as community problems.

DERMATOLOGICAL NURSING (10 hours).
Visiting Physician & Miss Hamilton

This course covers the more common social, occupational, and parasitic dermatoses, including discussion of etiology, symptomatology, treatment and prevention. Also included is a unit on syphilis, emphasizing the importance of early diagnosis and treatment and the nation-wide effort in process to facilitate control and prevention of this disease.

NURSING IN DISEASES OF THE EYE, EAR, NOSE AND THROAT (16 hours).
Visiting Physicians; Miss Hogan

Lectures, clinics, and nursing demonstrations are given by the medical and nursing staff of the Massachusetts Eye and Ear Infirmary. These include a brief review of the anatomy and physiology and a study of the diseases of these organs. The principles underlying prevention, treatment, and nursing care are included. Excursions to the Massachusetts Eye and Ear Infirmary and Perkins Institute for the Blind help to make the course of study more vivid and valuable.

NEUROLOGICAL NURSING (10 hours)
Visiting Physicians; Miss Rearick, Miss Chace

After a brief review and a study of the anatomy and physiology of the nervous system, a general survey is made of the more common neurological and neurosurgical conditions. Through the nursing classes, specialized measures presented.

GYNECOLOGICAL NURSING (19 hours) Visiting Physicians, Miss Corkum

This individual unit of study has been set up to include discussion of gynecological conditions, emphasizing especially the etiology, symptomatology, treatment and commonly employed nursing procedures. A rich practice field enables the student to secure concurrent practice with patients with many and varied gynecological conditions.

MEDICAL NURSING I (82 hrs.) Visiting Physicians and Miss Gately

A course in the nursing care of patients with medical conditions including instruction and concurrent medical nursing practice. The study includes the etiology, clinical manifestations, course, treatment, nursing care, prevention and control of medical disease conditions. Emphasis is placed on the teaching of the patient, both in relation to his present illness and the plans for his future well-being.

OPERATING ROOM NURSING (10 hours) Miss May

During the student's experience in the Operating Room are presented the principles underlying asepsis and the techniques used in the operative care of patients. Demonstrations are given of the different types of set-ups and operative procedures as a means of orienting the student to her operating room experience.

ORTHOPEDIC NURSING (23 hours) Visiting Staff, Miss Quinlan

This course is a presentation of some of the common congenital and acquired orthopedic conditions with emphasis on factors contributing to the prevention and correction of deformities of the musculo-skeletal system. It considers the general principles of orthopedic nursing and their concurrent application to the nursing care of patients. The social, educational, economic and psychological aspects of the care of the handicapped in the process of rehabilitation are integrated throughout.

SURGICAL NURSING (57 hours)
Visiting Physicians, Miss Wolseley, Miss Grogan

The aim of this course is to help the students to develop an understanding of basis surgical principles. The course is taught concurrently with the first surgical nursing practice which affords the student opportunity for experience in the application of the principles of surgical nursing as a part of total nursing care.

UROLOGICAL NURSING (14 hours) Urological Staff and Miss Grogan

This course deals with urological diseases, their causes, symptoms, treatment, nursing care, prevention and complications. The classes are scheduled to parallel the nursing experience, and since some of those conditions present problems of long convalescence, special emphasis is directed to this problem as it affects hospital and home care.

PEDIATRIC NURSING

NURSING CARE OF THE CHILD (65 hours)
Pediatric Staff, Miss Ross, Miss Bellam, Miss Bolduc

The purpose of this course is to help the student understand the nurse's role and function in relation to the developmental needs of the child as well as her responsibilities toward his medical care. Pathological aspects of diseases of childhood, current research, modern trends in treatment, preventive measures as well as the child's emotional problems regarding hospitalization are discussed. The student is introduced to the care of the premature baby. Community resources are used in planning the total care of the child.

AFFILIATIONS

OBSTETRICAL NURSING (63 hours). Obstetrical Staff and Supervisors

This instruction and experience is obtained by affiliation with the Boston Lying-In Hospital, where courses are given in the principles and practices fundamental to obstetrical nursing, including pre-natal and post-natal care.

PSYCHIATRY (96 hours). Psychiatric Staff and Supervisors

Approximately 13 weeks are devoted to an affiliation at McLean Hospital. Here the student is given a survey of the etiology, symptomatology, and treatment of the various types of psychiatric disorders. The principles and techniques of psychiatric nursing are studied. Mental hygiene, occupational therapy, recreational therapy, and hydro-therapy are included in the course.

Students

CLASS OF 1951-1952

MARCH SECTION

Roselle T. Audet, Schnectady, N. Y.
Lorraine M. Baker, Worcester, Mass.
Edith A. Beauchamp, Lynn, Mass.
Florence J. Bell, Malden, Mass.
Alice L. Bousquet, Indian Orchard, Mass.
Joan A. Brewer, Leominster, Mass.
Carlyn J. Bryant, Petersham, Mass.
Patricia E. Coburn, Barre, Vt.
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Elsie M. Hopkins, So. Orleans, Mass.
Helen C. Howard, Scituate, Mass.
Joan B. Hutt, Wellesley Hills, Mass.
Joan M. Kelly, Columbia Lake, Conn.
Dolores E. Kraft, Chicago, Ill.
Rox-Ellene LaPlante, Mansfield, Mass.
Marie E. LeBlanc, Waltham, Mass.
Barbara B. Lumbra, No. Charlestown, N. H.
Phyllis L. Lydon, Charlestown, Mass.
Marian E. MacNaughton, Walton, N. Y.
Dorothy M. Mahoney, Brighton, Mass.
Margaret A. Martell, Metuchen, N. J.
Ingemarie C. Morgan, Watertown, Conn.
Dawn A. Pinkham, Portland, Maine
Barbara J. Robinson, Bangor, Maine
Patricia N. Rourke, Beverly, Mass.
Mary A. Santulli, Bristol, R. I.
Sally E. Staudinger, Arlington, Mass.
Beverly J. Thoren, New Britain, Conn.
Alice B. Woodacre, New Bedford, Mass.

CLASS OF 1952-1953

SEPTEMBER SECTION

Lucille A. Achin, Pawtucket, R. I.
Anne-Marie Arapoff, Wollaston, Mass.
Mary E. Bachand, Southbridge, Mass.
Jean Bailey, Brooklyn, N. Y.
Joan L. Baldwin, Bridgeport, Conn.
Jean J. Beausoleil, Attleboro, Mass.
Arlene J. Bell, Attleboro, Mass.
Charlotte N. Bicknell, Meriden, Conn.
Ann Borden, New York City, N. Y.
Adelaide L. Brown, Vassalboro, Maine
Frances G. Buck, Monmouth, Maine
Elizabeth A. Buckley, New Bedford, Mass.
Sybil A. Caine, Holliston, Mass.
Jean A. Calder, West Newton, Mass.
Verna E. Carlson, Middlebury, Conn.
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Maureen A. Courtney, Attleboro, Mass.
Catherine P. Cullinane, Cambridge, Mass.
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Jane T. Dardis, St. Petersburg, Fla.
Virginia A. Day, No. Scituate, Mass.
Constance M. Delorey, Swampscott, Mass.
Ann Devney, Jamaica Plain, Mass.
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Evelyn J. Farquhar, West Barnstable, Mass.
Dolores G. Geeraert, Lawrence, Mass.
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Viola M. Hakala, Maynard, Mass.
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Grace M. Hendrick, Brockton, Mass.
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Barbara D. Johnston, Wautagh, N. Y.
Mary L. Jones, Wareham, Mass.
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Joyce S. Kennedy, Barre, Mass.
Barbara S. Knowles, Toronto, Canada
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Jean L. Lofquist, East Haven, Conn.
Dorothy T. Lucius, West Somerville, Mass.
Shirley E. Lund, Manchester, N. H.
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Anne E. Lynch, West Haven, Conn.
Marjorie E. Lynch, Malden, Mass.
Joan McMahon, Dedham, Mass.

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Ellen Nickerson, Brockton, Mass.
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Florence W. Oakes, Roslindale, Mass.
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Miriam Wood, Huntington, Mass.
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Jean L. Youngberg, West Springfield, Mass.
Sonia Zabaunik, Great Barrington, Mass.

CLASS OF 1953-1954

SEPTEMBER SECTION

Lucy M. Barker, Newmarket, N. H.
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Sylvia F. Brown, So. Essex, Mass.
Jean P. Brownell, Mattapan, Mass.
Betsey A. Buck, Chatham, Mass.
Barbara E. Bullard, Reeds Ferry, N. H.
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Anne T. Cleary, New Bedford, Mass.
Louise Conte, Lawrence, Mass.
Jane Corliss, Amesbury, Mass.
Carole Donnelly, Newburyport, Mass.
Carole A. Dwyer, Lawrence, Mass.
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Mona T. Smith, Berlin, Mass.
Hollis B. Steer, Gloucester, Mass.
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CLASS OF 1954-1955

SEPTEMBER SECTION

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Carolyn A. Bradford, Hebron, Maine
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Else M. Brande, Garden City, N. Y.
Virginia Brewster, Manchester Center, Vt.
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Nancy W. Burnham, Essex, Mass.
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Dolores Correia, New Bedford, Mass.
Betty A. Cross, East Lynn, Mass.
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Elaine M. Dearden, Methuen, Mass.
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Joan M. Donohue, Maynard, Mass.
Natalie Downing, Fort Devens, Mass.
Ruth Draheim, Readville, Mass.
Barbara A. Edson, Windsor, Conn.
Louise T. Ellison, New Orleans, La.
Elaine D. Green, Framingham, Mass.
Cecily M. Grist, Buzzards Bay, Mass.
Theresa Guichard, Nashua, N. H.
Joan R. Hadley, Springfield, Vt.
Kathryn J. Hamilton, Hyde Park, Mass.
Mary K. Harrison, Lakewood, N. J.
Helen L. Hughes, Quincy, Mass.
Theresa Kaczka, Bristol, Conn.
Kathleen M. Kerrigan, Boston, Mass.
Helen M. Kukuk, Kingston, N. Y.
Joan K. Lacey, Kingston, N. Y.
Muriel S. Landerman, West Hartford, Conn.
Martha A. Lange, Hudson, Mass.
Madelyn R. Leggat, Quincy, Mass.
Mary E. Lyons, Stoughton, Mass.
Aileen Malone, Boston, Mass.
Mary J. Marchand, Brockton, Mass.
Marilyn J. Marnett, Stratford, Conn.
Madeleine C. Masse, Central Falls, R. I.
Margaret V. Mattie, New Ipswich, N. H.
Barbara I. Mayer, West Orange, N. J.
Janet L. Meserve, Tilton, N. H.
Harriet Misterly, Bronxville, N. Y.
Katherine Monahan, Everett, Mass.
Virginia Mulhern, Arlington, Mass.
Lorraine Mullikin, Nashua, N. H.
Sally Nash, West Hartford, Conn.
Ruth G. O'Neil, Cambridge, Mass.
Mildred L. O'Toole, New Bedford, Mass.
Marilyn Pistoresi, Rockland, Mass.
Pamela Presbrey, Ridgewood, N. J.
Rose Procopio, Brockton, Mass.
Catherine M. Purcell, West Newton, Mass.
Nancy C. Rice, Bergenfield, N. J.
Gretchen Riedell, Osterville, Mass.
Patricia A. Rowe, Waltham, Mass.
Martha R. Saunders, Bryn Mawr, Penn.
Norma J. Simmons, Little Compton, R. I.
Valerie Szalkiewicz, Bristol, Conn.
Priscilla Tandy, Shokan, N. Y.
Donna M. Thomas, Malden, Mass.
Beverly A. Travers, New Bedford, Mass.
Georgia L. Van DerZee, Newburgh, N. Y.
Mary J. Wall, Clinton, Conn.
Julia D. Wilson, Brunswick, Maine
Margaret I. Wright, Barre, Mass.

DEGREE PROGRAM

Radcliffe College — Massachusetts General Hospital School of Nursing

CLASS OF 1952

Hope Ingersoll . . . . . Buzzards Bay, Mass.

CLASS OF 1953

Sarah E. Davis	Ilion, N. Y.
Ruth E. Mann	Methuen, Mass.
Ann Roberts	Ho-Ho-Kus, N. Y.
Gudrun Robinson	West Newton, Mass.

CLASS OF 1954

Ann W. Long	Staten Island, N. Y.

CLASS OF 1955

Elizabeth A. Brown	Brooklyn, N. Y.
Margaret A. Stewart	Wyncote, Penn.
Lucy C. Roe	Dixon, Ill.

CLASS OF 1956

Marie A. Borghesani	Arlington, Mass.
Brenda K. Haram	Marion, Ind.
Donna R. Quin	Quincy, Mass.
Susan A. Sandell	Chicago, Ill.
Mary G. Sayre	Princeton, N. J.
Alice W. Van Liere	Morgantown, W. Va.
Lucinda M. Royse	Washington, D. C.
Margaret B. Reed	Charleston, W. Va.
Margot A. Sproul	New York City, N. Y.

CLASS OF 1957

Susan D. Allen	Boston, Mass.
Laurel A. Alloway	Tucson, Ariz.
Eleanor J. Dearing	Chevy Chase, Md.
Jean C. Eliot	Manchester, N. H.
Sonia A. Halonen	Lynn, Mass.
Alice B. Potts	Whitmarsh, Penn.
Ann Pritchard	Pawtucket, R. I.
Elizabeth L. Swisler	St. Albans, Vt.

RECOMMENDED READING

1. NURSES AND NURSING
   - Brown—Nursing as a Profession
   - Deming—Careers for Nurses
   - Dock & Stewart—Short History of Nursing
   - Gelinas—Nursing and Nursing Education
   - Greenbie—Lincoln's Daughters of Mercy
   - Harper—Merely the Patient
   - Nightingale—Notes on Nursing
   - Pennock—Makers of Nursing History
   - Poule—Nurses on Horseback
   - Wales—Public Health Nurses in Action

2. SOCIAL PROBLEMS
   - Addams—Twenty Years at Hull House
   - Beverly—In Defense of Children
   - Barton—And Now to Live Again
   - Bucklin—A Primer for White Folks
   - Cannon—Social Work in Hospitals
   - Deschweintz—Art of Helping People Out of Trouble
   - Fitch—One God
   - Graham—Earth and High Heaven
   - Richardson—Patients Have Families
   - Smillie—Preventive Medicine and Public Health
   - Stern—Mental Illness, a Guide for the Family
   - Ward—The Snake Pit

3. ETHICS
   - Cabot—Meaning of Right and Wrong
   - Cabot—What Men Live By
   - Cabot & Dicks—Art of Ministering to the Sick
   - Fosdick—On Being A Real Person
   - Goodrich—The Social and Ethical Significance of Nursing
   - Phelphs—Happiness
   - Rucker—Leadership
   - Shoemaker—How You Can Help Other People

4. BIOGRAPHY AND HISTORY
   - Andrews—Lost Command
   - Cannon—The Way of an Investigator: a Scientist's Experiences in Medical Research
   - Cook—Florence Nightingale
   - Curie—Madame Curie
   - Gumpert-Hahnemann—Adventures of a Medical Rebel
   - Irving—Safe Deliverance
   - Jaffee—Men of Science in America
   - Mead—History of Women in Medicine
   - Radcliff—Yellow Magic: the Story of Penicillin
   - Raper—Men Against Pain: the Epic of Anesthesia
   - Sigerist—Great Doctors